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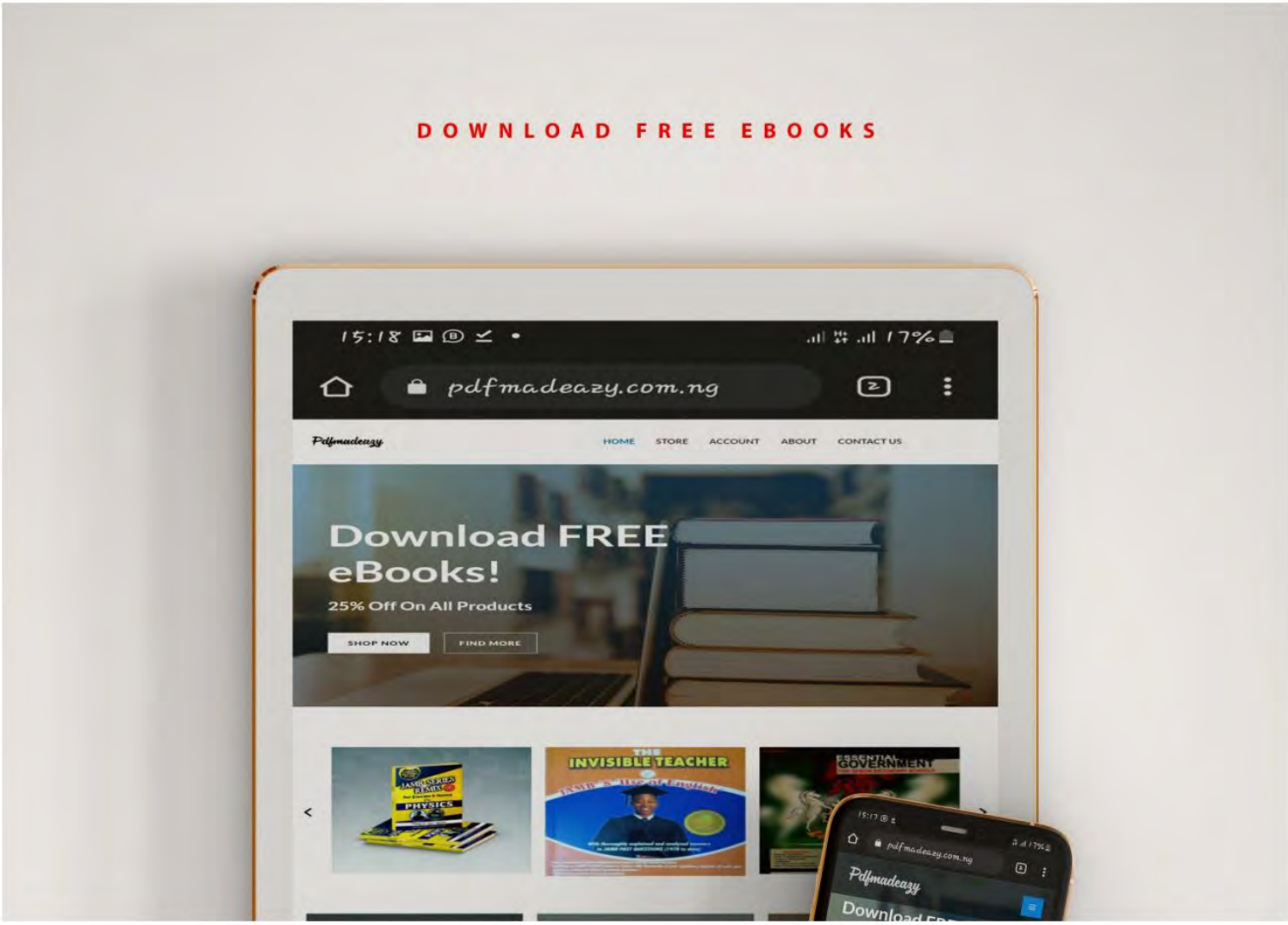

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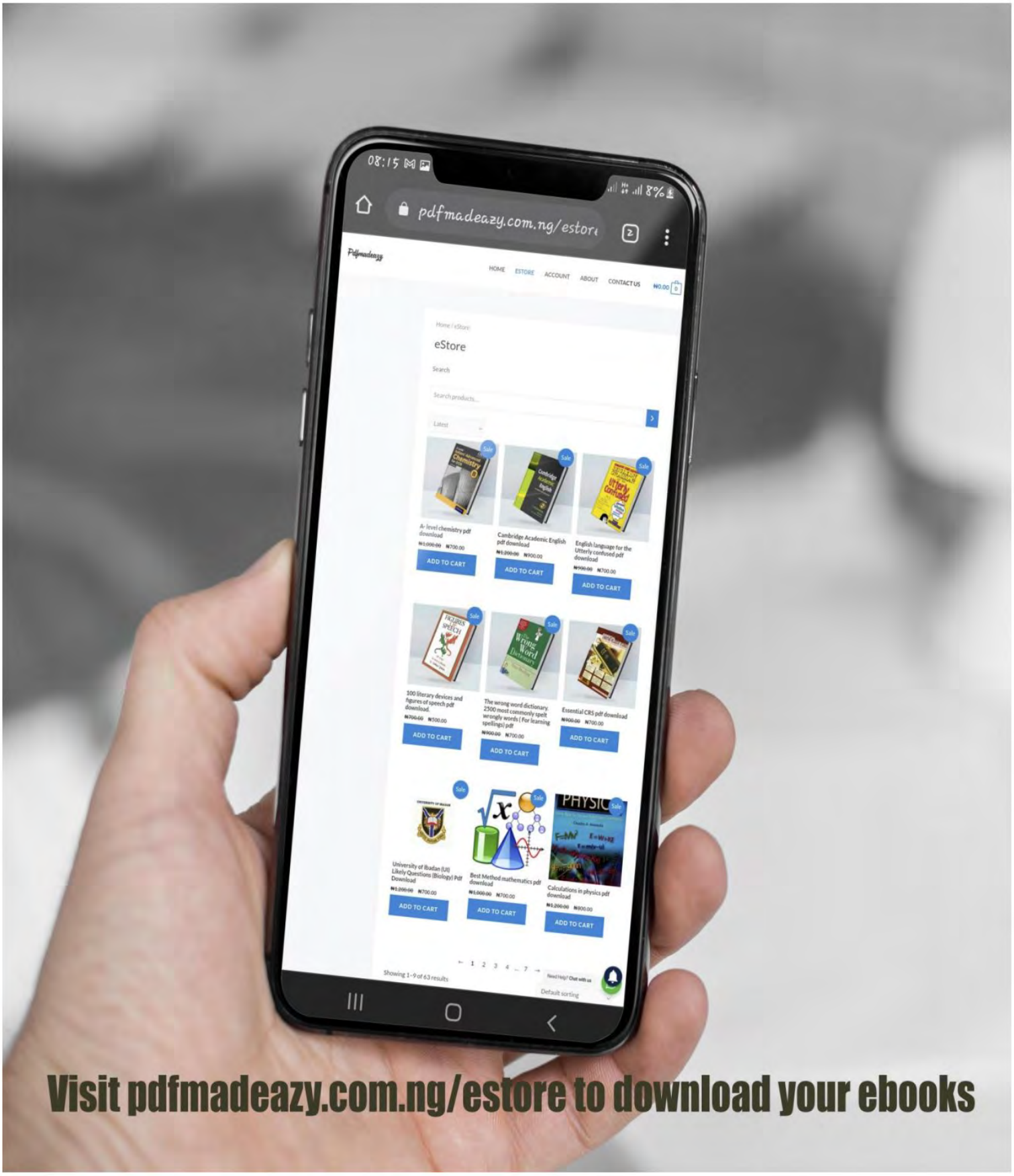
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FOREWORD

There is no gainsaying that the English Language is important at all levels of the Educational system.

Vast amount of time and resources have been spent on the teaching of this subject. However, there are no commensurate returns.

It is a consensus that the problems lie with the foundations. Various forms of remedial programmes have been applied yet no fruitful results.

Regrettably, if bold attempts are not made to lay the foundation at the primary level with the skills of literacy at the secondary, the system can be locked and enveloped in a vicious cycle.

Barrister Oscar Izeyor Iyoha, despite his calling, has succeeded successfully in bringing in a revolution. The focal point of this revolution is the teacher of English with his linguistic skills impartation.

Additionally, the author has also excelled in this unique textbook to usher in a new breed of teachers. Saddled with his wealth of experience over the years, he has shown his mastery. The book is not only theoretically sound but also a veritable tool of useful tips for all practising teachers of English.

Above all, the book is lucidly personified as far as presentation is concerned. It is to support and not to supplant the teachers of English. The textbook "Fundamental Formulas of the English Language" is a material to cherish and to keep in the Library.

ABIODUN THOMPSON O.
LAGOS.
AUGUST, 2003

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PREFACE

The English Language has taken a pride of place in Nigeria. This is an indisputable fact. Hence, freshness and vitality should be injected into the language.

Lamentably, it is a sore point that comprehensive textbooks are yet to be written despite the fact that some textbooks are entitled 'COMPREHENSIVE'. This is worrisome indeed.

Happily, I have succeeded in flogging to death all the problematic areas which learners find seemingly difficult like a riddle wrapped in an enigma. I have been able to reduce some of these topics to formulas, which will help the students in no small measure in making them understand with relative ease. This singular feat is unequalled.

What brings the uniqueness of this textbook is the simplicity of language, the detailed way of explanation that makes the textbook readable for all categories of students.

However, it would be an aberration if students take this book as a supplanter. It is far from being so. It is solely to complement the efforts of the teachers of English.

To those who have had nightmares because of past failures in English and those persons who remain 'deaf mute' in public because they lack the necessary tools for communication (English Language), your freedom has come!

I make bold to say that after reading this book; 'the Egyptians that you see today, you shall see them no more' and 'your academic tears shall be wiped away'.

Barr. Oscar Izeyor Iyoha,
August 2003.

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DEDICATION

This book is dedicated to the blessed memory of my late loving and caring mother, Mrs. Erina Iyoha who sowed the seed of greatness but never lived to reap the fruits of her labour.

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ACKNOWLEDGEMENTS

A book of this magnitude would not have seen the light of day but for the encouragement and immeasurable contributions of a number of people.

Foremost, I thank God for his mercies, kindness, divine provision and the gift of life. In Him I live and move and have my being and without Him I can do nothing.

My sincere thanks go to my friends and colleagues Messrs Nnaemeka Stephen Chike, Abiodun Thompson and Mike Unwana, who despite their tight schedule found time to proofread the manuscript and made tremendous contributions. My appreciation also goes to Mrs. Julie Godspower Ehighibe who painstakingly did the typesetting of this book. I also appreciate the indispensable contributions and advice of Engr. Adams Adebola Mufutau, proprietor, Adams Tutorial College; Mr. Anyebe Peter; Messrs. Olaleye Idowu and Eke Temple Chukwu of D'Solid Instructors and Barr. Douglas Iyoha.

I am indebted and grateful to Mr. and Mrs. Vincent Osawinorghe Iyoha who have always stood by me through thick and thin. My gratitude also goes to Mr. Okoro Ogbeiwi; Mr. and Mrs. Daniel Agbaghe, Mr. and Mrs. Benson Aideyan; Mr. and Mrs. G.O. Iweka; Mr. and Mrs. Ugbekile; Barr. (Mrs.) Y.O Awofuwa; Mr. and Mrs. Health Ogbebor; Mr. and Mrs. Segun Ayodeji; Mr. and Mrs. Osunde Thomas Omonogie; Mr. and Mrs. Vincent Konyeha and Mr. and Mrs. Clement Omorodion.

A million thanks to all my friends among whom are: Barr. (Rev.) and Mrs. Ernest Aguele, Barr. and Mrs. Cajetan Iwuoha, Barr. (Mrs.) Ngozi Ubani, Barr. Ifeanyi Nwazuigbo, Engr. Segun Omoyele, Barr. Remegius Nwadike,

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My special thanks to my past and present students for their inspiration and encouragement and to my Pastors, Rev. (Dr.) O. Ezekiel and Rev. M. Ezekiel who prayed this book into existence. My gratitude also goes to JAMB, WAEC and NECO for the use of their past questions.

I am also grateful to my father, Mr. Seki Iyoha for his prayers, advice and support. 'Daddy' you are the best father in the whole wide world. Above all, I wish to express my love and appreciation to my wife, Mrs. Blessing .O. Iyoha for her encouragement, prayers and immeasurable contributions. You are indeed a blessing to my life. To my lovely children - Esohe, Itohan and Efosa, I say a big thank you for your love.

One cannot exhaust the list of those whose contributions and efforts helped in making this dream come to pass. To you all, I remain eternally grateful.

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TOPIC 1

COMMON ERRORS

This topic is geared towards identifying those errors that most students are prone to in spoken and written English. In the same vein, efforts would be made to simultaneously provide the right versions of these errors. Examples of such errors abound:

1. **Divine upliftment / Divine uplift**

   Divine upliftment (Wrong)

   Divine uplift (Right)

   Note: There is no word like 'upliftment' in the English language. It is one of the new coinages that most public speakers use with impunity. The word 'uplift' can be used as a noun and as a verb. It means to raise, increase or promote. 'Uplift' is also a feeling of hope and happiness

   e.g.

   i. This is my year of divine upliftment (Wrong)

   ii. This is my year of divine uplift (Right)

   iii. The news that the Governor survived the plane crash gave us the much needed uplift (Right)

2. **godsent / godsend**

   godsent - (Wrong)

   godsend - (Right)

   Note: There is no such word like 'godsent' in the English language. Again, it does not mean "the person that God has sent" as it is wrongly believed by most users of the word. 'Godsend' means 'something good that happens unexpectedly and helps somebody or something when they need help' e.g.

   i. This man is a godsent to this family (Wrong)

   ii. This man is a godsend to this family (Right)

   iii. The new doctrine of giving to the needy ones has come as a godsend to the widows in our church (Right)

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3. **Do you hear English? / Do you understand English?**

Do you hear English? (Wrong)

Do you understand the English Language (Right)

Note: It is wrong to ask a person whether he or she hears the English Language or any other language e.g. Yoruba, Hausa, Igbo, Efik etc. Every human being that does not have hearing problems hears all languages. 'Hearing' is one thing while 'understanding' is another. Therefore, if you are in doubt of your listener's ability to fathom what you are saying, the right question to ask is: 'Do you understand the English Language?' not 'Do you hear English? e.g.

i. The Director advised all those who do not hear English to register for special English class (Wrong)

ii. The Director advised all those who do not understand the English Language to register for special English class (Right)

4. **Spray Perfume / Wear Perfume**

Spray perfume (Wrong)

Wear Perfume (Right)

Note: 'Perfume' is not an insecticide. So, you don't spray it; you wear perfumes e.g.

i. I like spraying very mild perfume whenever I am going out for important occasions (Wrong)

ii. I like wearing very mild perfume whenever I am going out for important occasions (Right)

iii. Which perfume do you like wearing? (Right)

5. **Dash me one / Give me one for free**

Dash me one (Wrong)

Give me, one for free (Right)

Note: 'Dash' is a punctuation mark (-). When you are making a request for something which you do not intend to pay for, do not say: 'Dash me one'. The right thing to say is: 'Give me one for free' e.g.

i. He refused to dash me one of his books (Wrong)

ii. He refused to give me one of his books for free (Right)

iii. He refused to give me one of his books free of charge (Right)

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6. **Come with a car / Come in a car**

Come with a car (Wrong)

Come in a car (Right)

Note: 'To come with a car' means that 'you are accompanied by a car to a place' e.g.

i. 'Did you come with your car? (Wrong)
This means: 'Did your car accompany you here?'

ii. Did you come in your car? (Right)
This means: 'Did you drive yourself here in your car? OR Did you board a bus? OR were you driven to this place in someone else's car?

7. **Eat Money / Embezzle (spend) Money**

Eat Money (Wrong)

Embezzle (spend) money (Right)

Note: Money is not food and as such it cannot be eaten. Money can only be spent, misappropriated or embezzled as the case may be.

i. The Chief Accountant of the company ate millions of naira and said it was the handiwork of the devil (Wrong)

ii. The Chief Accountant of the company embezzled (spent) millions of naira and said it was the handiwork of the devil (Right)

iii. The Governor was accused of eating public funds (Wrong)

iv. The Governor was accused of embezzling public funds (Right)

8. **Gossiper / Gossip**

Gossiper (Wrong)

Gossip (Right)

Note: The word 'gossiper' is alien to the English Language. It is also one of the new coinages in the English Language that most people make use of in their daily conversations. 'Gossip' on the other hand can be used both as a noun and as a verb. As a noun, it means informal talk or stories about other people's private lives that may be unkind or not true e.g.

i. I don't like going close to the women leader because she is a gossiper (Wrong)

ii. I don't like going close to the women leader because she is a gossip (Right)

iii. Don't believe all the gossip you hear (Right)

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9. **Stop toasting me / Stop wooing me**

Stop toasting me (Wrong)

Stop wooing me (Right)

Note: When a man is trying to win a woman's love at all costs, he woos the woman. When a woman says: 'This man is toasting me'; it means the woman has become something that can be toasted e.g. bread. Therefore, you don't toast a woman, you woo her. In the same vein, it is wrong to use "spinning, coding or chasing as alternative word for "wooing".

i. The youth leader has been toasting me for sometime now (Wrong)
ii. The youth leader has been wooing me for sometime now (Right)
iii. I hope you are not trying to woo that girl; she is only 15 years old (Right)
iv. The youth leader has been spinning her for two months now. (Wrong)

10. **Matured Man / Mature Man**

Matured Man (Wrong)

Mature Man (Right)

Note: The word 'mature' can be used both as a verb and as an adjective. When it is used as a verb, the past tense is "matured". When 'mature' is used as an adjective it does not take a past tense form (-ed).

i. Mr. Kunle is now a matured man. (Wrong) (In this context, 'mature' cannot take 'ed' past tense because it is functioning as an adjective).
ii. Mr. Kunle is now a mature Man. (Right) ("mature" here is an adjective)
iii. He was not a mature man when I met him few years ago but he has since matured over time. (Right)

11. **K – leg / Knock – Kneed**

K – leg (Wrong)

Knock – Kneed (Right)

Note: There is no such word as 'k-leg'. To be "knock-kneed" means "to have legs that turn inwards at the knees" ***e.g.***

i. The pretty lady refused marrying the vibrant young man because of his k-leg (Wrong)
ii. The pretty lady refused marrying the vibrant young man because he is knock-kneed (Right)

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12. **Repent from sin / Repent of sin**

Repent from sin (Wrong)
Repent of sin (Right)

Note: You don't repent from sin;. you repent of sin; repent of an evil plan or intention etc.

i. You must repent from your sin before God can forgive you (Wrong)
ii. You must repent of your sin before God can forgive you (Right)

13. **Instalmentally / In instalments**

Instalmentally (Wrong)
In instalments (Right)

Note: The word 'instalmentally' is equally one of the numerous new coinages in the English Language. It does not exist in the English Language e.g.

i. The company has promised to pay for the land it acquired instalmentally (Wrong)
ii. The company has promised to pay for the land it acquired in three instalments (Right)

Note Further: You can also pay by instalments especially when the piece-meal arrangement is not specific.

14. **Eat with plate / Eat from plate**

Eat with plate (Wrong)
Eat from plate (Right)

Note: 'To eat with plate' logically means "that you and plate are eating together as if you were its companion".

i. My children do not like eating with rubber plates (Wrong)
ii. My children do not like eating from rubber plates (Right)

15. **Drink with bottle / Drink from bottle**

Drink with bottle (Wrong)
Drink from bottle (Right)

Note: This is similar to the one earlier discussed (Eat with plate). You don't drink with bottle. 'To drink with bottle' means that you and bottle are drinking at the same time and place (i.e. drinking together) ***e.g.***

i. Do you like drinking with bottles or cups? (Wrong)
ii. Do you like drinking from bottles or cups? (Right)

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16. **Buckle down / Buckle up**

Buckle down - To begin or start doing something seriously

Buckle up - This is mostly used by Americans. It means to 'belt up'.

Note: Do not use 'buckle up' when you are advising someone to do something seriously in order to achieve a better or desired result. No! The right expression for such advice is 'buckle down' ***e.g.***

i. The Rector of Pentecostal Int'l. Bible Seminary advised all students of the school to buckle up to their studies (Wrong)

ii. The Rector of PIBS advised all students of the school to buckle down to their studies (Right)

17. **A whole Governor / A Governor for that matter**

A whole Governor (Wrong)

A Governor for that Matter (Right) ***e.g.***

i. What a disgrace! He was caught stealing from the state treasury; a whole Governor (Wrong)

ii. What a disgrace! He was caught stealing from the state treasury; a Governor for that matter (Right)

18. **Point of correction / Point of Order**

Point of correction (Wrong)

Point of Order (Right)

Note: Do not say 'point of correction' when you want to bring somebody who is saying the wrong thing to order. The right thing to say is 'point of order' ***e.g.***

i. Point of correction, it was not the committee that financed the project (Wrong)

ii. Point of order, it was not the committee that financed the project. (Right)

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19. **Call me a taxi / Call a taxi for me**

Call me a taxi (Wrong)

Call a taxi for me (Right)

Note: When you are making a polite request for somebody to help get a taxi for you, do not say 'please call me a taxi'. This is because 'call me a taxi' can be interpreted to mean 'henceforth call my name "taxi". ***e.g.***

i. The guest artiste asked me to call him a taxi (Wrong)

ii. The guest artiste asked me to call a taxi for him (Right)

iii. Please, call a taxi for me (Right)

20. **Wonders will never end / Wonders will never cease**

Wonders will never end (Wrong)

Wonders will never cease (Right)

Note: 'Wonders will never cease' is used to express a pleasant surprise and pleasure at something ***e.g.***

i. The Governor's daughter got married to her driver. Wonders will never end (Wrong)

ii. The Governor's daughter got married to her driver. Wonders will never cease (Right)

21. **Until proven guilty / Until it is proved otherwise**

Until proven guilty (Wrong)

Until it is proved otherwise (Right)

Note: 'Proven' is a participial adjective. Hence, it is wrong in the context in which it appeared above. ***e.g.***

i. The man remains innocent until proven guilty (Wrong)

ii. The man remains innocent until it is proved otherwise (Right)

22. **He is a talkative / He is talkative or He is a talkative person**

He is a talkative (Wrong)

He is talkative or He is a talkative person (Right) *e.g.*

i. Everybody knows that the new Gate-keeper is a talkative (Wrong)

ii. Everybody knows that the new Gate-keeper is talkative (Right)

iii. You do not need to be told that the Chairman of the occasion is a talkative person (Right)

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23. **Practicalise / Put into practice**
Practicalise (Wrong)
Put into practice (Right)
Note: The words 'practicalise' and 'practicalizing' frequently used by many public speakers are ungrammatical. They are alien to English and should be avoided ***e.g.***
i. The Lecturer advised all his students to go and practicalise all that he has taught them (Wrong)
ii. The Lecturer advised all his students to go and put into practice all that he has taught them (Right)

24. **The price is on the high side / The price is too exorbitant**
The price is on the high side (Wrong)
The price is too exorbitant (Right) ***e.g.***
i. A plot of land in Ikorodu goes for N10,000,000 (Ten Million Naira). The price is on the high side (Wrong)
ii. A plot of land in Ikorodu goes for N10,000,000 (Ten Million Naira). The price is too exorbitant or The price is too high. (Right)

25. **Plumpy / Plump**
Plumpy (Wrong)
Plump (Right)
Note: The word 'plumpy' is alien to the English Language i.e. It does not exist. 'Plump' on the other hand is an adjective. It means 'having a soft, round body; slightly fat ***e.g.***
i. The guest speaker is a very plumpy man (Wrong)
ii. The guest speaker is plump and handsome (Right)

26. **Start from the scratch / Start from scratch**
Start from the scratch (Wrong)
Start from scratch (Right)
Note: The definite article (the) should not precede "scratch". "To start from scratch" (idiom) means "without any previous preparation or knowledge" ***e.g.***
i. They were asked to dismantle the vehicle and start again from the scratch (Wrong)
ii. They were asked to dismantle the vehicle and start again from scratch (Right)

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27. **You are blocking me / You are in my line of view**

You are blocking me (Wrong)

You are in my line of view (Right)

Note: It is also right to say "You are obstructing me". ***e.g.***

i. Do not stand in front of me because you are blocking me (Wrong)

ii. Do not stand in front of me because you are in my line of view (Right)

28. **Met your absence / You were not in the office**

Met your absence (Wrong)

You were not in the office (Right)

Note: It is laughable to say 'I met your absence'. It is ungrammatical. You can say: 'You were not around' or 'You were not in the office' or 'You were not at home' ***e.g.***

i. I came to your office to give you the invitation card you requested but I met your absence (Wrong)

ii. I came to your office to give you the invitation card you requested but you were not around (Right)

iii. I always meet your absence whenever I come to your office (Wrong)

iv. You are not always in the office whenever I pay you a visit (Right)

29. **Horn / Hoot or sound your horn**

Horn (Wrong)

Hoot or sound your horn (Right)

Note: The word 'horn' is never used as a verb. As a driver, when you want to get the attention of other drivers or other road users you 'hoot' or 'sound your horn' not 'horn' ***e.g.***

i. The driver that caused the fatal accident did not horn before overtaking a tanker driver (Wrong)

ii. The driver did not hoot before overtaking the tanker driver (Right)

iii. The driver did not sound his horn before overtaking the tanker driver (Right)

30. **Come again / Say it again or pardon**

Come again (Wrong)

Say it again or Pardon (Right)

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Note: Do not tell a speaker to 'come again' when you do not understand what he has said. The right thing to say is 'say it again or pardon'. However, you can say 'come again' when you are requesting a visitor to revisit you ***e.g.***

i. Come again sir, I didn't get the last point (Wrong)
ii. Please sir, say it again (Right)
iii. Pardon me sir, I didn't understand the rule you just formulated (Right)
iv. Thanks for coming sir. Do come again (Right)

31. **For better for worse / For better or worse**

For better for worse (Wrong)
For better or worse (Right) ***e.g.***

i. The officiating minister told the couple that marriage is for better for worse (Wrong)
ii. The officiating minister told the couple that marriage is for better or (for) worse (Right)

32. **Half –naked / Half-dressed or half-clothed**

Half-naked (Wrong)
Half-dressed or half-clothed (Right)
Note: The term 'half-naked' is alien to the English Language. It is one of the new coinages in the English Language. When a person dresses provocatively, do not say the person is 'half-naked'. The right thing to say is 'half-dressed' or 'half-clothed' ***e.g.***

i. If the minister's daughter is always half-naked, what do you expect other young ladies to do? (Wrong)
ii. If the minister's daughter is always half-dressed, what do you expect other young ladies to do? (Right)
iii. The young lady is always half-clothed. (Right)

33. **Music of Yester years / Music of yester year**

Music of yester years (Wrong)
Music of yester year (Right)
Note: Do not add 's' to yester year. Hence, 'yester years' is a non-standard expression.

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i. The aged in Nigeria like music of yester years (Wrong)
ii. The aged in Nigeria like music of yester year (Right)

34. **Stop flashing me / Stop giving me a beep**
Stop flashing me (Wrong)
Stop giving me a beep (Right)
Note: Users of phones in Nigeria are fond of using the word 'flashing'. The right word for it is 'beep' or 'beeping' ***e.g.***
i. Stop flashing me. if you have anything to discuss with me, please give me a call (Wrong)
ii. stop giving me a beep. If you have anything to discuss with me please give me a call (Right)

35. **Stop looking for my trouble / Stop troubling me**
Stop looking for my trouble (Wrong)
Stop troubling me (Right)
Note: The expression 'stop looking for my trouble' suggests that the speaker has 'trouble' in his/her custody and the person being addressed is making conscious effort to find it. It is ungrammatical and should be avoided ***e.g.***
i. My neighbour has been looking for my trouble for no just cause (Wrong)
ii. My neighbour has been troubling me for no just cause (Right)

36. **Gateman / Gate-keeper**
Gateman (Wrong)
Gate-keeper (Right)
Note: The word 'gateman' which is commonly used by many Nigerians is alien to the English Language. The right word is 'gate-keeper' ***e.g.***
i. The gateman is a smart young yoruba man (Wrong)
ii. The gate-keeper is a smart young yoruba man (Right)

37. **Chicken change (fee) / Chicken feed**
Chicken change (fee) (Wrong)
Chicken feed (Right)
Note: There is nothing like 'chicken change' or 'chicken fee' in the English Language. ***e.g.***

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i. What the landlord promised to pay the gate-keeper is chicken change (Wrong)
ii. What the landlord promised to pay the gate-keeper is chicken fee (Wrong)
iii. What the landlord promised to pay the gate-keeper is chicken feed (Right)

38. **All things being equal / Other things being equal**
All things being equal (Wrong)
Other things being equal (Right) ***e.g.***
i. The new auditorium shall be completed by the end of the year all things being equal (Wrong)
ii. The new auditorium shall be completed by the end of the year other things being equal (Right)

39. **In soup / In the soup**
In soup (Wrong)
In the soup (Right)
Note: The definite article (the) must precede the word 'soup' ***e.g.***
i. Major Francis is in soup for impregnating the daughter of an Army General (Wrong)
ii. Major Francis is in the soup for impregnating the daughter of an Army General (Right)

40. **Go-slow / Traffic-jam or hold up**
Go-slow (Wrong)
Traffic-jam or hold up (Right)
Note: The expression 'go-slow' which is commonly used by commuters, commercial bus drivers and indeed by most people who travel by road, is a wrong expression for 'traffic-jam' or hold-up. ***e.g.***
i. We arrived at the reception venue late because there was go-slow this afternoon (Wrong)
ii. We arrived at the reception venue late because there was traffic-jam this afternoon (Right)
iii. We arrived at the reception venue late because there was hold up this afternoon (Right)

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41. **Advice / Advise**

Advice – Noun (An opinion or a suggestion about what somebody should do in a particular situation).

Advise – Verb (To tell somebody what you think they should do in a particular situation) **e.g.**

i. My advice is for you to refuse the advice of the wicked [UME '94 Q 97]

ii. You advise people but do not take people's advice.

Note: 'Advice' does not take 's' and cannot be used in the past tense. Therefore, there is nothing like 'advices' or 'adviced'

42. **Site / Cite / Sight**

Site – Location

Cite – Reference; to give or mention as an example

Sight – Power to see ***e.g.***

i. The site engineer was unhappy with the shoddy work done by the contractors. [UME '95 Q 91].

ii. The lecture became boring as the lecturer cited many irrelevant works of Shakespeare.

iii. Aloh lost his sight after many years of ill-health.

iv. The girl is half-sighted.

43. **Disease/Deceased**

Disease – illness; disorder of the body or mind or of plants.

Deceased – A person who has recently died. ***e.g.***

i. AIDS is the most dreaded disease.

ii. The deceased man was buried this evening.

NB: Diseased (adj) ≡ suffering from a disease ***e.g.***

(1) A diseased society (Metaphor) (2) A diseased Kidney.

44. **Capital / Capitol**

Capital – A city or town where the government of a state or country is carried on.

Capitol – The building in which congress or state legislature meets

i. Asaba is the capital of Delta State.

ii. The capitol in Asaba is popular with local dignitaries.

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45. **Atimes / At times**

Atimes – (wrong)

At times – (right)

Note: 'At' should be separated from 'times' ***e.g.***

i. She usually works hard; but at times she could be very lazy. [UME '94 Q 64] (right)

ii. He works hard, but attimes / atimes he could be lazy. (wrong)

46. **Appendices / Appendixes**

The word 'appendix' has two meanings:

i. An additional part of a book

ii. A part of the human body.

Note: When 'appendix' refers to (i), the plural form is 'appendices' but when 'appendix' refers to (ii) its plural form is 'appendixes.'

i. There are appendices on spelling and pronunciation at the end of the book. [UME '94 Q 63]

ii. Two of the patients had their appendixes removed by the surgeon last week.

47. **Grease to elbow / Power to elbow**

Grease to elbow – (wrong)

Power to elbow – (right) ***e.g.***

i. This is to congratulate you on your success in the last examination and to wish you more power to your elbow (right) [UME '95 Q 97]

ii. I wish you more grease to your elbow (wrong).

Note: We can also say: 'More strength to your elbow'

48. **Presently / At Present**

Presently – Soon; in a moment

At present – Now; at the moment ***e.g.***

i. Although the manager is busy right now, he will be with you presently (He will be with you soon) [UME '94 Q 49]

ii. I shall be with you presently (in a moment) [UME '88 q 54]

iii. The principal is busy at present (He is busy now).

Note: American English also takes 'presently' to mean 'now'.

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49. **Damage / Damages**

Damage – Harm, destruction or injury that causes loss of value.

Note: It does not take 's' in front of it.

Damages – reward or compensation (especially in monetary terms) paid as a result of the damage done. ***e.g.***

i. The violent storm that occurred on Easter Monday destroyed many houses and caused much damage in Lagos generally [UME '82 Q 49]

ii. He claimed that Mr. Okoli's utterance was tantamount to defamation of character, so he sued for damages. [UME '94 Q 71]

50. **Borrow / Lend**

Borrow – Take; receive

Lend – Give ***e.g.***

i. As he was still owing me two naira, I was careful not to lend him any more money. [UME '78 Q 54]

ii. Kindly lend me your book because my friend has borrowed mine [UME '98 Q 82]

51. **Since / For**

Since – This refers to the starting point or the beginning of something

For – The length of time. ***e.g.***

i. I have been trying to locate you for five days [UME '88 Q 77]

ii. She has been here for the past three years [UME '95 Q 76]

iii. Etin-osa travelled to the United States since 1990 and has been there for over two decades.

52. **Practice / Practise**

Practice – Noun

Practise – Verb ***e.g.***

i. It is a common practice in Nigeria for traders to close their shops on Sundays.

ii. Piano – playing needs a lot of practice

iii. Try to practise how to play piano every day.

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53. **Corroborate / Collaborate**

Corroborate – To give support, backing or certainty to a statement made or a theory already propounded.

Collaborate – To work in partnership ***e.g.***

i. There is need to corroborate the unsworn evidence of a child.

ii. Chritie said she would collaborate with the police so as to bring the culprits to book.

54. **Continuous / Continual**

Continuous – Going on without a break; uninterrupted.

Continual – Going on all the time with short breaks; frequently repeated ***e.g.***

i. Aren't you tired of this continual rain?

ii. The injury has caused Okocha a continuous pain for two months.

55. **All ready / Already**

All ready – Completely prepared; every one involved is ready

Already – Something that has taken place; before now; previously ***e.g.***

i. The students are all ready for the test (they are totally prepared)

ii. When the policemen arrived, they found that the robbers had already gone.

56. **Runny / Running**

Runny – Semi – liquid, tending to run or flow.

Running – Act of a person or an animal that runs ***e.g.***

i. The visitor was very uncomfortable because of his runny nose [UME '99 Q 60] [see also SSCE June 2004 Q 57]

ii. Ikedia likes running every morning before taking his breakfast.

57. **Alright / All Right**

Alright – This is a nonstandard spelling of 'all right' (wrong)

All right – This is the right spelling of 'alright' (right) ***e.g.***

i. I was happy when my father wrote to inform me that everything was all right at home (right)

ii. Everything was alright before that terrible misfortune (wrong).

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58. **Illegible / Eligible**

Illegible – Difficult or impossible to read.

Eligible – Suitable or fit to be chosen; having the right or proper qualifications ***e.g.***

i. My little niece has an illegible writing.

ii. Seki is eligible to contest the chairmanship election.

59. **Critic / Critique**

Critic – One who finds fault in somebody/something; one who judges the quality of something.

Critique – A critical review or analysis. ***e.g.***

i. She confounded her critics by breaking the record.

ii. Everyone knows that Femi Falana is a social critic.

iii. He presented a critique of the government's economic policies.

60. **Seize / Cease**

Seize – To take hold of something or take possession of it using force or violence

Cease – To stop; to come to or bring something to an end, ***e.g.***

i. Wonders will never cease.

ii. The Federal Government seized the licence of Mr. Akpan last month

iii. The officer was compelled to seize the suspect's car [UME '86 Q 82]

61. **Lacking behind / Lagging behind**

Lacking behind – (wrong)

Lagging behind – (right)

Note: 'Lack' means 'not having enough'

While 'lag' means 'not able to meet up' ***e.g.***

i. We are lacking behind in physics (wrong)

ii. We are lagging behind in physics (right)

62. **Grind / Ground / Grounded**

Grind (present tense) – To crush something (e.g. beans or pepper) into small pieces or powder. The past tense and past participle is 'ground'

Ground (present tense) – To make stationary e.g. vehicle or aircraft. The past tense and past participle is 'grounded'

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Grounded – A highly skilled person in a field of study; an expert or professional.

i. Bose had already ground the beans before her mother returned.
ii. Victoria told Bose to grind the beans before she returns from work.
iii. The Federal Government has said that it would ground the aircraft of her enemy country.
iv. Many cars are grounded because of the high cost of maintenance.
v. Ernest Aguele is well grounded in Law.

63. **Senior – Junior / Elder - Younger**

Senior – Junior – They are used to describe a person's rank or position
Elder – Younger – They are used for 'age' ***e.g.***

i. Aghama loves his younger brothers as well as his elder ones.
ii. Abacha was a senior officer in the Nigerian Army while Mustapha was his junior.

64. **Born / Borne**

Born (verb) – To come into the world by birth.
Borne (verb) – This is the past – participle of 'bear' ***e.g.***

i. Lekan was born into a polygamous home.
ii. The responsibility of paying my school fee was borne by my elder brother

Note: Do not use 'born' if 'by' will come after it. ***e.g.***
Amaka was born by Ikechukwu (Wrong)

65. **Elicit / Illicit**

Elicit (verb) – To draw facts or a response from somebody.
Illicit (adjective) – Illegal; not permitted by law ***e.g.***

i. Have you been able to elicit the truth from him?
ii. It is not safe to engage in an illicit business.

66. **Working place / Place of work**

Working place – wrong
Place of work (workplace) – right

i. Justina has gone to her place of work (right)
ii. Justina has gone to her working place (wrong)

NB: "Workplace" is also correct.

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67. **Branch (somewhere) / Call at (some where)**

Branch (somewhere) – (wrong)

Call at (somewhere) – (right) ***e.g.***

i. I will branch your place of work before travelling tomorrow (wrong)

ii. I will call at your place of work before travelling tomorrow (right)

68. **Guide / Guard**

Guide – To show somebody the way to a place; to direct somebody's behaviour.

Guard – To watch or protect someone or something. ***e.g.***

i. He guided us through the forest.

ii. This textbook will guide you through all your O/L examinations.

iii. Two of the policemen that were keeping guard outside the bank were killed by armed robbers last week.

NB: (1) Try to guard against such an action in future.

(2) This is a jealously guarded secret.

69. **Assent / Accent**

Assent – Agreement or approval

Accent – A national, local or individual way of pronouncing words ***e.g.***

i. The President's assent is all that is needed for the bill to be passed into law.

ii. Thompson speaks English with foreign accent.

iii. The committee was frustrated because the chief withheld his assent [UME '86 Q 79].

70. **Wake – Keeping / All night wake**

Wake – keeping – (wrong)

All night wake – (right) ***e.g.***

i. The wake – keeping will hold at Palm Avenue (wrong)

ii. The all night wake will hold at Palm Avenue (right)

71. **Possible best or best possible / Best**

Possible best – (Wrong)

Best possible or best – (Right)

i. I will do my best possible to assist my younger ones (Right)

ii. I will do my best to assist my younger ones (right)

iii. I will do my possible best to correct those errors (wrong)

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72. **Loose woman / Promiscuous woman**

Loose woman – (wrong)

Promiscuous woman – (right) ***e.g.***

i. Everybody knows that the woman is loose (wrong)

ii. Everybody knows that the woman is promiscuous. (right)

Note: 'Loose' means not tight or 'to unfasten' while 'promiscuous' means 'having many sexual partners'.

Note: 'Loose' can be used in an informal way to mean 'wayward', or 'flirtatious'.

73. **Access / Assess**

Access – A means of approaching or entering a place, the opportunity or right to use something or approach somebody.

Assess – To estimate the natural quality or value of something. ***e.g.***

i. Students should have access to their teachers.

ii. It is difficult to assess the impact of the President's speech.

74. **Stationary / Stationery**

Stationary – not moving; not changing in condition or quantity.

Stationery – Materials for writing

Note: There is nothing like 'stationeries'

i. Government should remove all stationary vehicles from our roads.

ii. My school has ordered some more office stationery.

75. **Envelope / Envelop**

Envelope – (noun) – A wrapper or cover

Envelop – (verb) – To cover or wrap something completely ***e.g.***

i. I need an envelope to envelop my letter.

ii. Hamilton failed to envelop the letter after collecting an envelope from me.

76. **Haggle / Argue**

Haggle – To argue especially about the price of something one wants to buy.

Note: 'Haggle' is used only for bargaining.

Argue – To express an opposite opinion; to give reasons for or against something with the aim of persuading somebody to share one's own opinion ***e.g.***

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i. I haggled with the bookseller over the price of his book for an hour before he sold it to me.
ii. Do not argue with people who are always unwilling to concede clear facts.

77. **Incident / Incidence**

Incident – An event that has taken place; military conflict between countries or opposing forces; public violence.
Incidence – The rate at which an event occurs; the extent to which something happens or has an effect. ***e.g.***

i. In West Africa, the incidence of sickle cell is about 25 percent [UME '78 Q 94].
ii. The robbery incident claimed the lives of five traders.

78. **Price / Prize**

Price – cost
Prize – reward

i. The price of Lexus is rather high (the cost)
ii. Esohe won a prize for being the overall best English student in her college.

79. **Haunt / Hunt**

Haunt – Disturb
Hunt – To look for; to seek, e.g.

i. The beautiful girl is haunted by the fear of failing her examination. [PCE '90 Q 26]
ii. I used to hunt antelope when I was a child.

80. **A lot / Alot**

A lot – (right)
Alot – (wrong)
Note: 'A' should be separated from 'lot' ***e.g.***

i. Efosa spends a lot of money on food every month (right)
ii. Itohan spends alot of money on books (wrong)

81. **Fateful / Faithful**

Fateful – Sorrowful; an important often very bad, effects on future events.
Faithful – Trustworthy; loyal to; true to the facts; accurate. e.g.

i. On that fateful day, she slept and never woke up.
ii. It was a fateful decision.

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iii. She is faithful to her husband.
iv. Peter was a faithful disciple of Jesus.

82. **Nook and Corner / Nook and Cranny**

Nook and Corner – (wrong)
Nook and Cranny – (right) ***e.g.***

i. We combed every nook and corner of the city to no avail (wrong)
ii. We combed every nook and cranny of the city to no avail (right)

Note: When 'all' precedes 'nook and cranny' it changes to 'nooks and crannies' but when 'every' comes before 'nook and cranny' it remains unchanged.

83. **Talkless of / Let alone or not to talk of**

Talkless of – (wrong)
Let alone – (right) ***e.g.***

i. You can't buy a bicycle talkless of a car (wrong)
ii. You can't buy a bicycle let alone a car (right)
iii. You can't fight me not to talk of my elder brother. (right)

84. **Moral / Morale**

Moral – Standards of behaviour, principles of right and wrong; a practical lesson that an event, experience or a story teaches.
Morale – The degree of confidence, enthusiasm or determination that a person or group has at a particular time. ***e.g.***

i. The moral of this story is; 'better late than never'
ii. Government has banned all films that could corrupt public morals.
iii. The minister addressed the workers to boost their morale.
[UME 2004 Q 39 T.R]

85. **Desert / Dessert**

Desert – To go away from a place without intending ever to return; a large area of land that has very little water and very few plants growing on it.
Dessert – Any delicious food eaten at the end of a meal; the final course of a meal. ***e.g.***

i. No one prays to live in a desert.
ii. A Soldier who deserts his post in time of war is punished severely.
iii. What's for dessert?

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86. **Character / Characters**

Character – Behaviour.

Note: 'Character' when it refers to behaviour does not take 's'.

Characters – People in a play or drama.

i. My father's character is worth emulating. (My father's behaviour…)

ii. More than two characters featured in the play (more than two actors)

87. **Jinx / Jinks**

Jinx – Something or somebody that is thought to bring bad luck

Jinks – Lively and playful activity; fun; noisy merry making. ***e.g.***

i. There must be a jinx on this car.

ii. We go up to all kinds of high jinks.

88. **On seat / in the office or at home**

On seat - (wrong)

In the office or at home – (right). ***e.g.***

i. The manager is not on seat at present (wrong).

ii. The manager is not in the office at present (right).

89. **Persecute / Prosecute**

Persecute – To harass somebody because of his belief, race or religion.

Prosecute – To bring legal suit against a person. ***e.g.***

i. Saul persecuted the Christians before he was converted.

ii. Godswill has vowed to prosecute anyone caught stealing in his company.

90. **Disvirgined / Deflowered**

Disvirgined – (wrong)

Deflowered – (right). ***e.g.***

i. Jane was disvirgined by a 40-year-old-man. (wrong)

ii. Jane was deflowered by a 40-year-old-man. (right)

Note: 'disvirgin' or 'disvirgined' is non-existent in English.

91. **Academic / Academician / Academia**

Academic – One who is a teacher in a University, Polytechnic, College etc.

Academician – A member of an academy ***e.g.*** (Royal Academy of Arts)

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Academia – The field of learning, teaching, research etc. especially at a University ***e.g.***

i. Every lecturer in the university of Calabar is an academic.
ii. Every student of the Nigerian Defence Academy is an academician
iii. He took up a career in academia last year.

92. **Beside / Besides**

Beside – Near; close to
Besides – Also; moreover; in addition to.

i. Come and sit beside me
ii. I have two other pairs of shoes besides this.
iii. I don't like that new car; besides, it is too expensive.

93. **Later / Latter**

Later – After
Latter – Belonging to the end of period; more recently mentioned. ***e.g.***

i. I hope to visit uncle Cliff later in the day.
ii. Peju and Chioma are both tall but the latter (Chioma) is taller than the former (Peju).

94. **Birds of a feather / Birds of the same feather**

Birds of a feather – (right)
Birds of the same feather – (wrong)
Note: Birds of a feather flock together (Idiom) means 'people of the same sort (often bad) are found together' e.g.

i. Jeff and Chuks are birds of a feather (right)
ii. Jeff and Chuks are birds of the same feather (wrong)

95. **Further / Farther**

Further – Additional
Farther – Of long distance; more distant or more remote. ***e.g.***

i. It is not safe to go any further (to go any additional distance)
ii. Calabar is farther than Agbor (more in distance).
iii. The Mosque is at the farther end of the street.

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96. **Tricky / Trickish**

Tricky – (right)

Trickish – (wrong)

Note: 'Tricky' (adjective) means deceitful or crafty but the word 'trickish' is alien to English i.e. there is no word like 'trickish' ***e.g.***

i. Jacob is a tricky fellow (right)

ii. Jacob is a trickish fellow (wrong)

iii. People dislike Mariam because she is tricky [UME 2004 Q 32 T.R]

97. **Have one's hair cut / Cut one's hair**

Have one's hair cut – (right)

Cut one's hair – (wrong) ***e.g.***

i. Segun has gone to have his hair cut (right)

ii. Segun has gone to cut his hair (wrong)

Note: The wrong version would mean 'Segun would use the clipper and cut his hair himself'.

98. **Ease myself / Pass urine (urinate)**

Ease myself – (wrong)

Pass urine – (right) ***e.g.***

i. I want to go and ease myself (wrong)

ii. I want to go and pass urine or to go and urinate (right)

iii. I'm going to the gents (men) or I'm going to the ladies (women) (right)

99. **Boiling ring / Boiler or water heater**

Boiling ring – (wrong)

Boiler or water heater – (right) ***e.g.***

i. Lend me your boiling ring (wrong)

ii. Lend me your boiler (water heater) (right).

100. **Tight friend / Close friend or bosom friend**

Tight friend – (wrong)

Close friend or bosom friend – (right)

i. Mr. Clement Omorodion is my tight friend (wrong).

ii. Mr. Clement Omorodion is my close friend or bosom friend (right).

Note: 'Fast friends' (Idiom) are friends that are not easily separated.

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101. **Coloured television / Colour television**

Coloured television –(wrong)
Colour television – (right) ***e.g.***

i. Many people buy coloured television these days (wrong).
ii. Many people buy colour television these days (right).

102. **Licence / License**

Licence (Noun) – The authority or permission given to someone to do something.
License – (Verb) – To give official permission to ***e.g.***

i. Mr. Vincent has the licence to sell drugs.
ii. Mr. Vincent has been licensed to sell drugs.

103. **Everyone / Every one**

Everyone – This means 'the entire people' or 'all people'.
Every one – This means 'each individually'. ***e.g.***

i. Everyone likes the new Electoral law.
ii. My little son scattered my textbooks on the bed and I had to pick every one of them.

104. **Formulas / Formulae**

'Formula' (singular) has two plural forms:
Formulas and Formulae.
Formulas – This is used only in the arts.
Formulae – This is used only in the sciences. ***e.g.***

i. Esele memorized all the formulae in mathematics before going for his UME.
ii. Have you memorized all the formulas in the English Language?

105. **Shake hand / Shake hands**

Shake hand – (wrong)
Shake hands – (right)
Note: It is conventional to always add 's' to the hand even when one is using one hand to do the shaking ***e.g.***

i. I will shake hands with the President of the United States tomorrow (right)
ii. I will shake hand with the President of the United States tomorrow (wrong).
iii. The chairman refused to shake hands with his secretary [UME 2004 Q. 46 T.R]

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106. **Anyone / Any one**

Anyone – Any person. Here, no particular person is had in mind.
Any one – Any single thing or person. ***e.g.***

i. The teacher is at liberty to flog anyone who disturbs his class.
ii. Three men proposed to Obiageli but she did not like any one of them.

107. **Artiste / Artist**

Artiste – One who entertains people.
Artist – A sculptor, designer or a painter. ***e.g.***

i. Victor Uwaifo is one artiste that has been very consistent in the quality of his music.
ii. Onyejen is a famous artist (painter, designer or sculptor).

108. **Feel headache / Have a headache**

Feel headache – (wrong)
Have a headache - (right)

i. I can't lecture today because I am having a headache. (right)
ii. I can't lecture today because I am feeling headache. (wrong)

109. **Letter headed Paper / Letter head**

Letter headed Paper – (wrong)
Letter head – (right) ***e.g.***

i. Every company needs a letter headed paper for every correspondence. (wrong)
ii. Every company needs a letter head paper for every correspondence. (right).

110. **Many / Much**

Many – It is used to refer to a certain quantity. (Plural count nouns)
Much – It is used when we refer to abstract concepts or to an amount that is indefinite. (Non-count nouns) ***e.g.***

i. There are many intelligent girls in my class.
ii. That Osahon learnt so much in so little a time is quite amazing.
iii. Let's hurry, for we do not have much time left (GCE Nov. 2001 Q 74).

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111. **Further my education / Go further in my education.**

Further my education – (wrong)

Go further in my education – (right). ***e.g.***

i. I have been saving some money so that I can further my education (wrong).

ii. I have been saving some money so that I can go further in my education (right).

112. **Right / Rite**

Right – Morally good or justified; required by law or duty; exactly; directly; legal claim etc.

Rite – A religious or other solemn ceremony. ***e.g.***

i. It is not right to marry one's sister.

ii. As you rightly pointed out, we can't afford a new car now.

iii. No one can stop me from inheriting my father's property; it is my right.

iv. I could not attend the funeral rites of my friend's father because I was sitting for my degree examination.

113. **Some / Many / Most / All**

Some – This means 'less than half'

Many – This means 'about half'

Most – This means 'more than half'

All – This means 'the total or entire number' ***e.g.***

i. Twenty armed robbers robbed a bank and five of them were killed (some of them were killed).

ii. Twenty armed robbers robbed a bank and ten of them were killed (many of them were killed).

iii. Twenty armed robbers robbed a bank and fifteen of them were killed (most of them were killed).

iv. Twenty armed robbers robbed a bank and the twenty were killed (all of them were killed)

114. ***Complement / Compliment / Compliments***

*Complement – To make complete **e.g.** a sentence; to add up*

Compliment – To commend; to praise

*Compliments – Formal greetings **e.g.***

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i. Ayomide came to church last week.
subject **complement**

ii. Many people send their compliments during festive periods (they send their greetings).

iii. The proprietor of AAICC always compliment his hard-working teachers in their absence (He commends them).

115. **Slander / Libel / Sedition**

Slander – A spoken (unwritten) statement which is intended to blackmail a person or to defame him.

Libel – A written defamatory statement or a defamatory statement that is stored in a permanent form ***e.g.*** recording.

Sedition – Words or actions intended to make people oppose the authority of a state. ***e.g.***

i. Emina sued Fatima for slander because of the defamatory statement made against her by the latter.

ii. Emeka sued 'The Punch' for libel last week.

iii. You will be charged with sedition if you make people oppose the authority of the state.

116. **Unaware / unawares**

Unaware – To be ignorant of something; not conscious of something.

Unawares – When not expected; so as to surprise somebody. ***e.g.***

i. She was unaware of my presence.

ii. The violent outburst caught me unawares.

117. **Cost / Costed**

Cost – Price

Costed – Assessed or estimated price that one intends to charge.

Note: The past tense and past participle or cost (price) is 'cost' and not 'costed' ***e.g.***

i. Ten years ago, a Peugeot car cost three thousand naira.

ii. The cost of cement is on the increase (the price).

iii. The Civil Engineer we invited costed the project at N1billion.

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118. **Fatal / Ghastly (Accident)**
Fatal – One that involves death.
Ghastly – One that involves no death. ***e.g.***
i. There was a fatal accident along Lagos – Ibadan expressway (someone died in it).
ii. The accident was ghastly (no life was lost in it).
NB: Fatalism = Destiny.

119. **Time table / Times table**
Time table – A schedule in which times are allotted to certain activities.
Times table – This is another name for multiplication table. ***e.g.***
i. Faculty of law did not release the examination time-table until yesterday.
ii. Most note books have times table at their back cover.

120. **Biennial / Biannual**
Biennial – That which occurs once every two years.
Biannual – That which occurs twice in one year. ***e.g.***
i. The African Cup of Nations is a biennial event (It is played once in two years).
ii. It is a biannual festival (the festival takes place twice every year).

121. **Hanged / Hung**
Hang (present tense) has two past tense forms; hanged and hung.
Hanged – This is used for human beings. The past – participle is also hanged.
Hung – This is used for objects ***e.g.*** clothes; portrait etc. The past-participle is also hung ***e.g.***
i. When he had arranged the furniture, he hung the picture on the wall. [UME '86 Q 97]
ii. The condemned armed robber was hanged after receiving prayers from a priest.
iii. I have already hung the picture on the sitting room wall. [UME 98 Q 96]

122. **Few / A Few**
They are both used for countable nouns ***e.g.*** books, tables, etc.
Few – has a negative meaning (not enough).
A few – has a positive meaning (enough)

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However, when words like 'just or only' precedes 'a few', it will carry a negative meaning. Therefore, 'just a few' 'only a few' and 'very few' carry negative meanings.

Note: When we use the positive one (a few) it means that we can afford to render help or give out something from our limited resources; but when we use the negative ones, it means we can't afford to give out anything or render any help or what can be given is minimal. ***e.g.***

i. I'm sorry, I can't give you any of the oranges; I have few/~~a few~~ left. [UME '86 Q. 92]

ii. I can give you one of my textbooks because I have ~~few~~ / a few in my library.

123. **Little / A Little**

'Little' and 'a little' are used for uncountable nouns ***e.g.*** fuel, salt etc.

Little – Carries a negative meaning (not much).

A Little – Carries a positive meaning (much)

When 'only or just' precedes 'a little', it will carry a negative meaning. We use the positive one when we feel we can give out something or render any help. On the other hand, the negative ones are used when we can't give out anything or render any help or what can be given is minimal. ***e.g.***

i. I could not drive my car to my place of work because there was little / ~~a little~~ fuel left in my tank.

ii. I drove my car to my place of work because there was a little / ~~little~~ fuel in my tank.

124. **Been / Being**

Been – This comes after the auxiliary verbs: has, have and had.

Being – This comes after the auxiliary verbs: is, am, was, are and were.

i. Benson has been/~~being~~ promoted in his place of work.

ii. You have been / ~~being~~ advised to stop smoking.

iii. If they had been / ~~being~~ promoted earlier, they would not have resigned.

iv. The matter is being discussed.

v. He was being cautioned before we heard the bomb blast.

Note: 'Being' and not 'been' can be used to start a sentence. Being in school is a thing of pride to me.

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125. **Property / Properties**

Property – a thing or things owned; one's possessions.

Note: When used in this sense, it does not have the plural form 'properties'

Properties: (1) Refers to the characteristics of an object.

(2) A piece of Land and its buildings.

i. Ezeh lost all his property during the Nigerian civil war.

ii. One of the properties of enzymes is that they are found in soluble or liquid form.

iii. The fence divides the two properties.

126. **Fruit / Fruits**

Fruit – The part of a plant that is fresh, contains seeds, and can be eaten as food. ***e.g.*** Orange.

Note: When used in this sense, it does not take 's' in front of it.

Fruits – The result, benefit or reward of an activity, process, investment or situation. ***e.g.***

i. Many women sell ~~fruits~~ / fruit in Oshodi.

ii. I pray you live long to reap the fruits / ~~fruit~~ of your labour.

127. **Manner / Manners**

Manner – A person's way of behaving towards others. It does not take 's' in front of it.

Manners – Polite social behaviour, habits and customs especially of a particular group. ***e.g.***

i. He has an aggressive manner / ~~manners~~

ii. It's bad manners / ~~manner~~ to stare at people.

iii. How would you describe the 18th century aristocratic manners/~~manner~~.

128. **Bride price / Dowry**

Bride price – This refers to the money and other things that a man pays to the parents of the woman he wants to marry. Many people call this 'dowry' but it is wrong.

Dowry – This refers to the money or property a woman takes along when going finally to live with her husband. ***e.g.***

i. When are you paying the bride price / ~~dowry~~ of your wife?

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ii. The dowry my wife brought to my house helped us for a number of months.

129. **Revenge / Avenge**

Revenge – Deliberate retaliatory punishment or injury inflicted in return for what one has suffered. It is done on behalf of oneself.

Avenge – To punish or hurt somebody for a wrong done to another person. it is done on behalf of another person. ***e.g.***

i. Remmy took revenge on the man who struck him.
ii. She avenged herself on her father's killers.

130. **Sometime / Sometimes**

Sometime – At a time that is not specified

Sometimes – At sometimes but not all the time; occasionally. ***e.g.***

i. I saw her sometime last year.
ii. She sometimes writes to me.

131. **Cloth / Clothes / Clothing**

Cloth – Unsewn material

Clothes – Sewn material

Clothing – A collection of clothes

Note: 'Clothing' does not take 's' after it.

Therefore, there is no such word as 'clothings'.

NB: Half-clothed: The secretary is always half-clothed ***e.g.***

i. I will take the cloth to my tailor tomorrow.
ii. I intend to wear the clothes immediately I collect them from my tailor.
iii. Mallam Yusuf, lost all his clothing during the Jos crisis.

Note: 'Clothes' is always used in the plural.

132. **Lose / Loss / Lost / Loose**

Lose (Verb) – To become unable to find; to miss something.

Loss (Noun) – The act of losing something or somebody.

Loose (Adj) – Unfasten; not tight; free

Lost – This is the past tense of 'lose' ***e.g.***

i. If you are not careful you will lose your money to armed robbers.
ii. The death of Chief Bola Ige is a great loss to Nigeria.
iii. Many people lost their lives and property during the Nigerian Civil War.
iv. My shirt is loose.

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133. **Round up / Round off**

Round up – To surround; capture; hold together, to arrest.

Round off – To put to a suitable ending; to conclude ***e.g.***

i. The examination was rounded off last week.

ii. The notorious armed robber was rounded up by the Rapid Respond Squad.

134. **Take or bring light / Disrupt or restore power**

Take or bring light – (wrong)

Disrupt or restore power – (right)

i. NEPA takes light everyday in Mafoluku (wrong)

ii. NEPA disrupts power supply regularly in Mafoluku (right)

iii. NEPA will soon bring back the light (wrong)

iv. NEPA will soon restore power (right).

135. **A lot of electronics / A lot of electronic gadgets or electrical appliances.**

A lot of electronics – (wrong)

A lot of electronic gadgets or electrical appliances – (right) ***e.g.***

i. Mr. Alex has a lot of electronics in his warehouse (wrong)

ii. Mr. Alex has a lot of electrical appliances in his warehouse (right)

iii. Mr. Alex has a lot of electronic gadgets in his warehouse (right)

136. **Discover / Invent**

Discover – To find that which existed before but unknown.

Invent – To make something novel i.e. something new, not existing before.

e.g.

i. We were taught in social studies that Columbus discovered America.

ii. It is a well-known fact that gramophone was invented by Edison.

137. **Censor / Censure**

Censor – A person officially appointed to examine books, films, plays, letters etc. and remove parts which are considered offensive, politically unacceptable, or a threat to security.

Censure – To criticize somebody severely, to show formally that one disapproves of somebody. ***e.g.***

i. The government should set up a body whose duty will be to censor films before they are released for sales.

ii. Two members of the parliament were censured by the speaker.

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138. **All together / Altogether**

All together – All in one place; not scattered; in unison.
Altogether – Totally; completely; entirely; not one left. ***e.g.***

i. Omokaro packed the books all together (he kept all in one place).
ii. Omokaro did not bring the books altogether (He did not bring all the books).
iii. Susan is altogether at fault for revealing her husband's secret to their neighbour (Susan is completely at fault).

139. **Childish / Childlike**

Both words mean 'like a child'
Childish – This is used when a negative meaning is intended.
Childlike – This is used when a positive meaning is intended. ***e.g.***

i. Although Bimbo is married yet she behaves in a childish manner (negative).
ii. Funmi is 50 years old; but she has a childlike face which makes one think she is a teenager (positive).

140. **Disinterested / Uninterested**

Disinterested = Unbiased, impartial.
Uninterested – not interested; indifferent.

i. The dispute was settled by a disinterested judge. (an impartial judge).
ii. The pupils are totally uninterested in school work (not interest in school work).

141. **Opportuned / Opportune**

Opportuned – It is non-existent i.e. there is no such word as 'opportuned'.
Opportune – It is an adjective and it means 'suitable'. The noun form of 'opportune' is 'opportunity'.

i. I was opportuned to meet the President of the USA last week. (wrong).
ii. It was an opportune moment for us to welcome the new Vice Chancellor [UME '95 Q 93].

142. **Onset / Outset**

Onset – The starting point or beginning of something bad.
Outset – The starting point or beginning of something good.

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Note: If there is nothing in a question or statement which suggests that something is bad or undersirable, you are required to presume that it is desirable. Then 'outset' should be used (chosen).

i. The man declared his intention from the outset / ~~onset~~ [UME 2000 Q 47 Type A].

ii. His determination to succeed in life was quite obvious from the outset.

iii. The company has been in crisis from the onset.

142. Contact disease / Contract disease

Contact disease – (wrong) (You don't contact a disease).

Contract disease – (right). It means to catch or develop an illness.

i. He contacted the deadly disease last year. (wrong).

ii. Be careful not to contract the deadly disease. (right).

143. Run for dear lives / Run for dear life

Run for dear lives – (wrong)

Run for dear life – (right)

Note: 'To run for dear life' (an idiom) means 'to run as fast as possible'. Even when the subject of the sentence is plural, 'life' should never be pluralized (lives). Again, do not use possessives such as his, her, their, my, our, etc. before 'life'.

i. When the driver lost control of his vehicle, the pedestrians began to run for dear life / ~~their dear lives~~ [UME '89 Q 70].

ii. The lion was not far behind her and she was running for dear life / her ~~dear life~~.

144. Works of life / Walks of life

Works of life – (wrong)

Walks of life – (right)

Note: 'A walk of life' means a person's occupation, profession or position in society.

i. I have friends from all walks / ~~works~~ of life.

ii. People from all walks / ~~works~~ of life graced the occasion.

145. *Pull one's legs / Pull one's leg*

Pull one's legs – (wrong)

Pull one's leg – (right). It is an idiom and it means 'to play a joke on

somebody by making him believe something that is not true.'

i. When he called to inform me that I had won a visa lottery, I thought he was only pulling my leg / ~~pulling my legs~~.

ii. Are you pulling my leg / ~~legs~~?

146. **Delivered a baby / Delivered of a baby**

Delivered a baby – (wrong)

Delivered of a baby – (right). It means 'to give birth to'.

Note: When 'delivered' is used to mean 'bring forth a child', the preposition 'of' should come after it.

i. My sister delivered a baby boy last week. (wrong)

ii. My sister was delivered of a baby boy last week or my sister gave birth to a baby boy last week. (right)

Note: Also that one can be 'delivered from' an evil e.g. she was delivered from the power of darkness last week.

147. **Price something / Bargain the price of something**

Price something – (wrong). 'price' can't be used as a verb.

Bargain the price of something – (right)

i. Can I price it? – (wrong)

ii. Can I bargain the price? – (right)

148. **Proof / Prove**

Proof (Noun) – Evidence that shows that something is a fact or true.

Prove (Verb) – To show that something is true by means of facts or evidence.

i. Do you have any proof that Anini stole your money?

ii. Can you prove that Anini stole your money?

149. **Master of ceremony / Master of ceremonies**

Master of ceremony – (wrong)

Master of ceremonies – (right)

i. The master of ceremony was my childhood friend (wrong)

ii. The master of ceremonies is already here (right)

150. **Invincible / Invisible**

Invincible – That cannot be conquered; too strong to be defeated or overcome.

Invisible – That cannot be seen; not visible.

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i. Brazil has an invincible football team.
ii. God, the Creator of the universe is an invisible being.

151. **Invaluable / Valueless**

Invaluable- Extremely useful; priceless; of great value, too great to be estimated. It does not mean worthless as many people tend to believe.
Valueless – Worthless, without value.

i. The hand book contains over three hundred pages of invaluable advice and information (Priceless).
ii. It's no use borrowing money to repair the car; it is valueless (Worthless).

152. **Cannot / Can not**

Cannot – It is the negative form of the modal auxiliary verb 'can'. The contracted form is 'can't'. 'Cannot' means 'not possible'.
Can not – In addition to.

i. I cannot sing now because there is a frog in my throat (it is not possible for me to sing).
ii. I can not only sing but also dance. (in addition to singing, I can dance. In other words, I can do both).

153. **Interment / Internment**

Interment – Burial
Internment – Imprisonment, especially of prisoners of war.

i. Delay the interment of the bodies until a post mortem takes place.
ii. The soldiers were released at the end of the war after several years of internment.

154. **Hail / Hale**

Hail – To acclaim, adore, raise, acknowledge enthusiastically.
Hale – Strong and healthy.
Note: 'Hail from' (phrasal verb) means 'to originate from a place'.

i. The spectators hailed Okocha as he displayed his mastery of the act of dribbling.
ii. God is awesome; so, let's hail Him.
iii. The 90-year-old man is still hale and hearty.

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iv. Oliver hails from Oza-Nogoyo in Ika South Local Government of Delta State.

155. **Beggars have no choice / Beggars can't be choosers**

Beggars have no choice - (wrong)

Beggars can't be choosers – (right)

i. Since he was in dare need of money to undergo a surgical operation, he borrowed money from a man who raped his daughter some years before; afterall a beggar has no choice. **(wrong).**

ii. Since he was in dare need of money to undergo a surgical operation, he borrowed money from a man who raped his daughter some years before; afterall a beggar can't be a chooser. **(right).**

156. **Aide / Aid**

Aide – An assistant to an important person.

Aid – To help; to assist.

i. Mr. Raymond is the Governor's closest aide.

ii. He needs a hearing aid.

iii. He was accused of aiding and abeting a crime.

157. **Sabbatical leave / Sabbatical**

Sabbatical leave – (wrong)

Sabbatical – (right)

Note: 'Sabbatical' is a synonym of 'leave'. Therefore, they should not be used together.

i. The Prof. took a year's sabbatical leave in the U.K. – **(wrong)**

ii. The Prof. took a year's sabbatical in the U.K. – (right)

158. **Next tomorrow / The day after tomorrow or in two days' time.**

Next tomorrow – (wrong)

The day after tomorrow or in two days' time – (right)

i. The President of the U.S.A. is due to visit Nigeria next tomorrow **(wrong)**

ii. The President of the U.S.A. is due to visit Nigeria the day after tomorrow (or in two days' time) – (right).

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159. Out of bound / Out of bounds

Out of bound – (wrong)

Out of bounds – (right). It is an idiom and it's the same as 'off limits'. When a place is said to be 'out of bounds', it means 'people are not allowed to go there'.

i. **This office is <u>out of bound</u> to students (wrong)**

ii. **This office is <u>out of bounds</u> to students (right)**

160. Because / Because of / Owing to/Due to

'Because' is usually followed by a subject and a verb. "Because of" and "owing to" carry the same meaning while "due to" means "caused by".

i. **Kennedy could not attend the meeting <u>because</u> he was ill.**

ii. **Kennedy could not attend the meeting <u>because of</u> his illness.**

iii. **Kennedy's absence was <u>due to</u> his illness (his being ill).**

161. Second to the last / The last but one

If you are given ten questions to solve and you are solving the ninth question, it is better to say, 'I am solving the last but one question' than saying I am solving 'the second to the last question'. Although the latter is not entirely wrong.

i. **I am the second to the last child of my mother. (good)**

ii. **I am the last but one child of my mother. (better).**

162. Eat one's cake and have it – (wrong)

Have one's cake and eat it – (right)

***<u>Note:</u>* 'To have one's cake and eat it' means to enjoy the benefits from two different courses of action when only one or the other is possible.**

i. **She wants regular income but doesn't want to work; she can't eat her cake and have it. (wrong)**

ii. **She wants regular income but doesn't want to work; she can't have her cake and eat it. (right).**

163. What is good for the goose is good for the gander. (wrong)

What is sauce for the goose is sauce for the gander. (right)

***<u>Note:</u>* This means that what one person is allowed to do, another person must be allowed to do in similar circumstance.**

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Illustration: C and Y are class mates. Whenever 'X' comes late to school he is allowed to enter his class and receive lectures. Therefore, 'Y' must also be allowed to enter her class and receive lectures whenever she comes late to school; afterall, what is sauce for the goose is sauce for the gander.

164. **Grass root level / grass roots level**

Grass root level – (wrong)

Grass roots level – (right)

Note: 'People at the grass roots level' refers to the ordinary people in the society i.e. people who do not take part in decision making.

i. The development is to be carried to the grass roots / ~~grass root~~ level [UME '95 Q 99].

ii. The politician failed to win support at the grass roots / ~~grass root~~ level.

165. **Joke apart / Joking apart or joking aside**

Joke apart – (wrong)

Joking apart (idiom) – (right). It is used to show that you are now being serious after you have said something funny.

i. Joke apart, my neighbour spends an hour in the toilet every morning – (wrong).

ii. Joking apart, my neighbour spends an hour in the toilet every morning – (right).

166. **Haven / Heaven**

Haven – A place that is safe and peaceful where people go to rest or to be protected from something.

Heaven – The place believed to be the home of God where good people go when they die; a place or situation in which you are very happy.

i. The hotel is a haven of peace and tranquility.

ii. Those who die in faith go straight to heaven.

iii. It was heaven being away from work for one week.

167. **Insultive / Insulting**

Insultive – (wrong). There is no such word as insultive i.e. it is alien to the English Language.

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Insulting – (right). It is an adjective, and it means 'causing or intending to cause somebody to feel offended'

i. The new Manger of the company is very insultive – (wrong)
ii. The new Manager displayed an insulting behaviour this morning – (right).

168. **Cheer up / Cheer on**

Cheer up – This is used to motivate or encourage a person who is sick, sad or depressed to become more cheerful etc.
Cheer on – This is used to motivate or encourage participants in a game, race, competition etc.

i. Let's go to the stadium and cheer the players on.
ii. Give the widow a call; she needs cheering up.

169. **Collide / Collude**

Collide – Strike violently; to be in disagreement or opposition.
Collude – Agreement to cheat, deceive etc.

i. The car and the bus collided and were burnt to ashes.
ii. I know that the two countries will soon collide.
iii. The Manager is planning to collude with the employees to defraud the company.

170. **Coax / Coerce / Coarse**

Coax – To persuade a person to do something by talking to him/her in a kind and gentle way.
Coerce – To force somebody to do something by using threats.
Coarse – Rough; not fine; not polite or refined; vulgar.

i. The nurse coaxed the patient into taking his medication.
ii. An attempt to coerce the government into reducing petroleum prices failed woefully.
iii. 'Does the soil in question has a coarse texture?' Asked the student.
iv. Stop using coarse language.

171. **Lady and Gentlemen / Ladies and Gentlemen**

Lady and Gentlemen – (wrong)
Ladies and Gentlemen – (right)

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Note: Do not use the singular 'lady' or 'man' even when only one lady or man is being addressed in a gathering of both sexes.

i. As there was only one lady in the audience, the speaker addressed them as 'Lady and Gentlemen' (wrong)

ii. Although there was only one lady in the audience, the speaker addressed them as 'Ladies and Gentlemen' (right).

172. **At loggerhead / At loggerheads**

At loggerhead – (wrong)

At loggerheads – (right) (not longerheads)

Note: 'To be at loggerheads' (idiom) means 'to be in conflict or strong disagreement with somebody'.

i. The two brothers are still at loggerhead over a piece of land. (wrong)

ii. The teacher is always at loggerheads with his colleagues over trivial issues. (right)

173. **Let me land / Let me finish my speech**

Let me land – (wrong)

Let me finish my speech – (right)

When you are talking and someone is trying to cut in or interrupt, thus making you to lose your trend of reasoning, do not say 'let me land before you bury me'.

i. Do not interrupt me; please let me land before you bury me. (wrong)

ii. Do not interrupt me; please let me finish my speech. (right)

174. **In case of incasity / In case of necessity**

In case of incasity – (wrong). This expression which is commonly used by many people is non-existent. It is a 'Nigerian made English' so to say.

In case of necessity – (right)

i. Remember to go with a spare tyre in case of incasity (wrong).

ii. Remember to go with a spare tyre, in case of necessity (right).

175. **Contagious / Contiguous**

Contagious – Communicable; infectious; spreading by contact.

Contiguous – Touching; near; close.

i. Is epilepsy a contagious disease?

ii. Delta and Anambra are contiguous states.

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176. **Last week Tuesday / Tuesday last week**
Last week Tuesday (Wrong)
Tuesday last week (Right)
Note: When adverbs of place or time appear in clusters or groups, the smaller adverb of place or time comes before the bigger or the particular comes before the general ***e.g.***
i. The decision to employ a gate-keeper was taken last week Tuesday (Wrong)
ii. The decision to employ a gate-keeper was taken on Tuesday last week .(Right)
Note: Example 1 above is wrong because 'Tuesday' is smaller than 'week' and should have come before 'week' in the sentence.
In the same vein, it is wrong to say: He is based in Nigeria, Lagos while it is right to say: He is based in Lagos, Nigeria. 'Lagos' is smaller than 'Nigeria'.

177. **Leave my hand / Let go off me**
Leave my hand (Wrong)
Let go off me (Right)
Note: It is wrong to say 'leave my hand' when somebody is holding your hand. The right thing to say is 'Let go off me'. ***e.g.***
i. Leave my hand, or I will sue you for assault and battery (Wrong)
ii. Let go off me or I will sue you for assault and battery (Right)

178. **Delay tactics / Delaying tactics**
Delay tactics (Wrong)
Delaying tactics (Right) ***e.g.***
i. But for his delay tactics, the project would have been completed by the end of this month (Wrong)
ii. But for his delaying tactics, the project would have been completed by the end of this month (Right)

179. **Don't mention / (It's) my pleasure**
Don't mention (Wrong)
It's my pleasure (Right)
Note: When someone says 'thank you' in appreciation for what you have done for him, it is wrong to say 'Don't mention'. The right thing to say is: (it's) my pleasure ***e.g.***

i. Thank you for giving me a free ride.
Response: Don't mention (Wrong)
ii. Thank you for giving me a free ride
Response: (It's) my pleasure (Right)

180. **Fine lady / Pretty (beautiful) lady**
Fine lady (Wrong)
Pretty (beautiful) lady (Right)
Note: The adjective (fine) is never used to qualify a person. It can only be used for inanimate things ***e.g.***
i. The man's dream is to marry a fine lady (Wrong)
ii. The man's dream is to marry a pretty (beautiful) lady (Right)
iii. The fine car the lady came in was bought for her by her husband (Right)

181. **How do you do? Response: Fine** (Wrong)
How do you do? Response: How do you do too? (Right)
Note: When you are asked the question: "How do you do?", Your response should be: "How do you do too? and not "I am fine, thank you".

182. **Half bread is better than none** (Wrong)
Half a loaf is better than none (Right) ***e.g.***
i. Although his salary is little, he does his work perfectly because he believes that half-bread is better than none (Wrong)
ii. ... He does his work perfectly because he believes that half a loaf is better than none (Right)

183. **Take the law into your hands** (Wrong)
Take the law into your own hands (Right)
Note: The word 'own' should always precede "hands" whenever this expression is used ***e.g.***
i. I know that you are angry but my advice to you is that you do not take the law into your hands (Wrong)
ii. I strongly advise that you do not take the law into your own hands

184. **Drop me / Drop me off / I will alight**
Drop me (Wrong)
Drop me off (Right)

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Note: Do not tell a driver to drop you or that you want to drop. 'Drop' is used for inanimate things. But you can say 'drop me off' or 'I will alight at' etc. ***e.g.***

i. Driver, drop me at the next bus stop (Wrong)
ii. Driver drop me off at the next bus stop (Right)
iii. Driver, I will alight at the next bus stop (Right)

185. **Stop poke nosing / Stop poking your nose**

Stop poke nosing (Wrong)
Stop poking your nose (Right) ***e.g.***

i. The man said he advised you to stop poke nosing into your neighbour's affairs (Wrong)
ii. The man said he advised you to stop poking your nose into your neighbour's affairs. (Right)

186. **Cheering news / Cheery news**

Cheering news (Wrong)
Cheery news (Right)
Note: 'Cheery' means happy and cheerful ***e.g.***

i. I received the cheering news this morning (Wrong)
ii. I received the cheery news this morning (Right)

187. **Crack your brain / Rack your brain**

Crack your brain (Wrong)
Rack your brain (Right)
Note: If you crack your brain, you will die a natural death. 'To crack' simply means 'to split' while 'to rack' means "to think hard" ***e.g.***

i. I want you to go home and crack your brain so that you can provide solutions to this problem (Wrong)
ii. Try to rack your brain so that you can provide solutions to this problem (Right)

188. **Good office / Good offices**

Good office (Wrong)
Good offices (Right)
Note: Just like 'hands' in 'shake hands' and 'bounds' in 'out of bounds', 'office' always take the plural marker 's' in 'good offices' ***e.g.***

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i. I want you to use your good office to correct the ills in our establishment (Wrong)
ii. I want you to use your good offices to correct the ills in our establishment (Right)

189. **Get down / Come down from your motor-cycle (Wrong)**
Get off / dismount from your motor-cycle (Right)
Note: We use 'get off' or 'dismount from' a motorcycle, horse or bicycle not 'get down' or 'come down' ***e.g.***
i. It took him five minutes before he could get down (come down) from his motorcycle (Wrong)
ii. It took him five minutes before he could dismount from his motorcycle (Right)
iii. I want to watch you dismount from your horse. (Right)

190. **A green snake under the green grass (Wrong)**
A snake in the grass (Right) ***e.g.***
i. The leader of the drama group is a green snake under the green grass (Wrong)
ii. The leader of the drama group is a snake in the grass (Right)

191. **Baby's naming ceremony (Wrong)**
Baby's christening (Right) ***e.g.***
i. The baby's naming ceremony attracted notable ministers of the gospel (Wrong)
ii. The baby's christening attracted notable ministers of the gospel (Right)
iii. Notable ministers of the gospel graced the occasion where the baby was given a name (Right)

192. **Handwriting on the wall (Wrong)**
Writing on the wall (Right) ***e.g.***
i. Can't you see the handwriting on the wall? (Wrong)
ii. Can't you see the writing on the wall? (Right)

193. **Famous / Popular**
Famous - This means 'Well known'.
Popular - This means 'Well admired' or 'well loved'

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Note: There is a thin line between the words 'famous' and 'popular', 'Unarguably', it is possible for a person to be well known but not well admired. For instance, a leader of a large group who is well known can be described as 'famous'. But if the leader's style of administration does not go down well with the members, then he cannot be said to be 'popular' e.g.

i. Pastor Ayo Oritshejafor is a popular preacher (People love him)
ii. He is a famous preacher (He is well known)
iii. The Imam is not only famous but also popular (He is well known and well loved or admired by all).

194. **Point fingers at (Wrong)**
Point a / the finger at (Right)
i. Stop pointing fingers at him (Wrong)
ii. Stop pointing a finger at him (Right)
Note: "To point a/the finger at" means 'to accuse somebody of doing something'.

195. **The novel is titled (Wrong)**
The novel is entitled (Right) ***e.g.***
i. The novel is titled 'When Love Dies' (Wrong)
ii. The novel is entitled 'When Love Dies' (Right)
Note: It is right to say: The title of the novel is "When Love Dies"

196. **In the maintime / In the meantime**
In the maintime (Wrong)
In the meantime (Right)
Note: 'In the meantime' refers to the period of time between two times or two events ***e.g.***
i. My first album was nothing to write home about. In the maintime, I have released another album (Wrong)
ii. My first album was nothing to write home about. In the meantime, I have released another album (Right)

197. **Hemp of Affairs / Helm of Affairs**
Hemp of Affairs (Wrong)
Helm of Affairs (Right)

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Note: 'At the helm of affairs' means 'in charge of an organization, project' etc. ***e.g.***

i. The organisation is not thriving because the person at the hemp of affairs does not seek people's opinions (Wrong)

ii. The organisation is not thriving because the person at the helm of affairs does not seek people's opinions (Right)

198. **Decamp to the opposition party (Wrong)**
Defect to the opposition party (Right)
Note: 'To decamp' means to leave a place suddenly, often secretly while 'to defect' means to leave a political party, country etc. to join another that is considered to be an enemy e.g.

i. A number of politicians decamped from the ruling party to the opposition party last year (Wrong)

ii. A number of politicians defected from the ruling party to the opposition party last year (Right)

iii. There has been several defections from the ruling party (Right)

iv. The dreaded Boko Haram group decamped from Maiduguri to Chad late last month (Right)

199. **Beaten by the rain / Drenched**
Beaten by the rain (Wrong)
Drenched (Right)
Note: One cannot be beaten by the rain. Rain is not human; it has no hands to beat. One can only be drenched. 'To be drenched' means 'to be made completely wet' ***e.g.***

i. We were beaten by the rain yesterday, so we could not attend the workers' meeting (Wrong)

ii. We were drenched yesterday, so we could not attend the workers' meeting (Right)

iii. We were caught in the storm and got drenched to the skin (Right)

200. **Cram / Memorize**
Cram - To push or force somebody or something into a sm
wrong to use 'cram' as a synonym for 'memorize'.
Memorize – To learn something carefully so that you can remen
e.g.

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i. We were asked to cram the National Anthem before the end of the month (Wrong)
ii. We were asked to memorize the National Anthem before the end of the month (Right)
iii. I have crammed chapters 1 to 5 of the book (Wromg)
iv. I have memorized chapters 1 to 5 of the book (Right)

201. **Where are you going to? / Where are you going?**
Where are you going to? (Wrong)
Where are you going? (Right)
Note: The preposition 'to' used in the expression 'Where are you going to? is not serving any useful purpose (redundant). It is however right to say: I am going to school ***e.g.***
i. If you die today, where do you think you are going to? (Wrong)
ii. If you die today, where do you think you are going? (Right)

202. **Say me well to your wife (Wrong)**
Send my greetings to your wife (Right)
Note: Do not say: say me well to your wife, husband, children or family. It is ungrammatical. You can say: send my greetings to your children or give your children my regards.

203. **Don't keep me quiet / Don't snub me**
Don't keep me quiet (Wrong)
Don't snub me (Right)
Note: You can equally say: 'Don't ignore me' ***e.g.***
i. I asked the manager's daughter where she was coming from but she kept me quiet (Wrong)
ii. I asked her where she was coming from but she snubbed me (Right)
iii. I asked her where she was coming from but she ignored me (Right)

204. **After all said and done / In the final analysis**
After all said and done (Wrong)
In the final analysis (Right) e.g.
i. After all said and done, she got married to the man who raped her at age 13 (Wrong)

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ii. In the final analysis, she got married to the man who raped her at age 13 (Right)

205. **What says your time? (Wrong)**
What time is it? (Right)
Note: You can equally say: What is it by your watch?

206. **He was not chanced / He was busy or He had no time**
He was not chanced (Wrong)
He was busy or He had no time (Right)
Note: Do not use 'chance' as a verb ***e.g.***
i. The Governor could not honour our invitation because he was not chanced (Wrong)
ii. The Governor could not honour our invitation because he was busy (Right) OR
iii. The Governor could not honour our invitation because he had no time (Right)

207. **Lay good examples / Set good examples**
Lay good examples (Wrong)
Set good examples (Right)
Note: You don't 'lay good examples', you 'set good examples' e.g.
i. Leaders should always endeavour to lay good examples for their followers (Wrong)
ii. Leaders should always endeavour to set good examples for their followers (Right)

208. **Sweet mouth or tongue / Sugar coated tongue**
Sweet mouth or tongue (Wrong)
Sugar coated tongue (Right)
Note: It is also right to say: 'oily tongue'
i. Every member of the family knows that you have a sweet mouth (Wrong)
ii. Every member of the family knows that you have a sweet tongue (Wrong)

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iii. Every member of the family knows that you have sugar coated tongue (Right) OR

iv. Every member of the family knows that you have oily tongue (Right)

209. **From frying pan to fire (Wrong)**
Out of the frying pan into the fire (Right)
Note: This expression means 'from a bad situation to one that is worse' ***e.g.***

i. I pray they don't jump from frying pan to fire (Wrong)

ii. I pray they don't jump out of the frying pan into the fire (Right)

210. **The devil you know is better than the angel you don't know (Wrong)**
Better the devil you know than the devil you don't (Right) ***e.g.***

i. Let's appoint Kunle as our treasurer since he has been with us for a number of years. The devil you know is better than the angel you don't know (Wrong)

ii. Let's appoint Kunle as our treasurer since he has been with us for a number of years. Better the devil you know than the devil you don't (Right)

211. **Skeleton in his cupboard (Wrong)**
Skeleton in the cupboard (Right)
Note: Do not use the possessives – his, her, their, our etc. before 'cupboard' whenever this expression is used ***e.g.***

i. The Principal of the school will be transferred to the rural area because he has skeleton in his cupboard (Wrong)

ii. The Principal of the school will be transferred to the rural area because there is skeleton in the cupboard (Right)

212. **Cut your coat according to your size (Wrong)**
Cut your coat according to your cloth (Right)

i. Don't try to please people by borrowing to organize an elaborate marriage ceremony. Cut your coat according to your size (Wrong)

ii. Don't try to please people by borrowing to organize an elaborate marriage ceremony. Cut your coat according to your cloth. (Right)

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213. **The last but not the least (Wrong)**
The last but not least (Right)
Note: This means the last to be mentioned but equally as important as those mentioned before it (i.e. no less important as those previously mentioned).
i. Ten children won the Managing Director's award for excellence. The last but not the least is the Chief Accountant's son (Wrong)
ii. Ten children won the Managing Director's award for excellence. The last but not least is the Chief Accountant's son (The 9th on the list) (Right)

214. **Pay a deaf ear / Turn a deaf ear**
Pay a deaf ear (Wrong)
Turn a deaf ear (Right)
i. If you want to be successful in business, then you must learn to pay a deaf ear to your distractors (Wrong)
ii. If you want to be successful in business then you must learn to turn a deaf ear to your distractors (Right)
Note: 'To turn a deaf ear' means 'to ignore or refuse to listen to somebody or something'.

215. **You can take a horse to the river but can't force it to drink water (Wrong)**
You can take a horse to water but you cannot make it drink (Right)
e.g.
i. Don't kill yourself because all your efforts to help your cousin proved abortive. Remember, you can take a horse to the river but you cannot force it to drink water (Wrong)
ii. Don't kill yourself because all your efforts to help your cousin proved abortive. Remember, you can take a horse to water but you cannot make it drink (Right)

216. **Stop playing him / Stop playing tricks on him**
Stop playing him (Wrong)
Stop playing tricks on him (Right)
Note: You can also say 'stop deceiving him' ***e.g.***

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i. If you know you have made up your mind to quit the relationship, stop playing him (Wrong)
ii. If you know you have made up of your mind to quit the relationship, stop playing tricks on him (Right)
iii. If you know you have made up your mind to quit the relationship stop deceiving him (Right)

217. **Strong head / Headstrong**
Strong head (Wrong)
Headstrong (Right)
Note: A person who always wants to do things his own way and never willing to listen to people's advice is said to be 'headstrong'.
i. The youth leader is always proving stronghead (Wrong)
ii. The youth leader is headstrong (Right)

218. **I forgot my textbook at home / I left my textbook at home**
I forgot my textbook at home (Wrong)
I left my textbook at home (Right)
Note: It is wrong to use the word 'forgot' for something that is real or visible.

219. **On the long run / In the long run**
On the long run (Wrong)
In the long run (Right) ***e.g.***
i. The structure which has been put in place by the Board of Trustees will enhance the growth of the ministry on the long run (Wrong)
ii. The structure which has been put in place by the Board of Trustees will enhance the growth of the ministry in the long run (Right)

220. **Second-handed cars / Second-hand cars**
Second-handed cars (Wrong)
Second-hand cars (Right) ***e.g.***
i. The man does not like buying second-handed cars (Wrong)
ii. The man does not like buying second-hand cars (Right)

221. Pepper soup / Peppery soup
Pepper soup (Wrong)
Peppery soup (Right)

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Note: The noun 'pepper' can also be used as an adjective by adding 'ed'. Therefore, it is possible to have 'peppered' soup. It is wrong to say 'This soup or food is pepperish. The right thing to say is: This soup or food is peppery ***e.g.***

i. The Musician's wife always cooks pepper soup for guest artistes (Wrong)
ii. The Musician's wife always cooks peppery soup for guest artistes (Right)
iii. The guest artiste could not enjoy the meal because it was pepperish (Wrong)
iv. The guest artiste could not enjoy the meal because it was peppery (Right)

222. **Meat Pie / Mince pie**

Meat Pie (Wrong)
Mince pie (Right)
Note: 'Mince' means 'to cut food especially meat into very small pieces using a special machine called 'mincer'. ***e.g.***

i. Do you like Mr. Bigg's meat pie? If yes, then place an order for some (Wrong)
ii. Do you like Mr. Bigg's mince pie? If yes, then place an order for some (Right)

223. **Listen carefully / Listen attentively**

Listen carefully (Wrong)
Listen attentively (Right)
Note: "To listen attentively" means 'to listen with rapt attention in order to understand or grasp the speaker's instruction or message.

i. I expect everyone of you to listen carefully to the Clergy's message (Wrong)
ii. I expect everyone of you to listen attentively to the Clergy's message (Right)

224. **High table / Platform or podium**

High table (Wrong)
Platform or podium (Right)

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Note: Certain seats are often reserved for dignitaries in any special gathering or ceremony. Those seats are called "platforms" not "high tables". It can also be called "podium", "head table" (British) or "top table" (American) ***e.g.***

i. Let's make a joyful noise as we invite the parents of the groom to the high table (Wrong)
ii. Let's make a joyful noise as we invite the parents of the groom to the platform (Right)
iii. All members of the head table (top table) were happy with the master of ceremonies (Right)

225. **Two good heads are better than one (Wrong)**
Two heads are better than one (Right)
Note: It means 'two people working together can achieve better results than an individual that is working alone i.e. without any form of assistance from anybody. The adjective 'good' should not be used to qualify 'heads'.

226. **A problem shared is a problem solved (Wrong)**
A trouble shared is a trouble halved (Right)
Note: This expression means that you feel more relieved of your troubles (problems) when you discuss it with somebody than when you keep the troubles to yourself.

227. **Jam your hands together (Wrong)**
Clap your hands (Right)
Note: You can also say: 'A round of applause'. "Jam your hands" is not a standard English expression. It should be avoided in any formal setting.
e.g.

i. Jam your hands together for the Oni of Ife and the Oba of Benin (Wrong)
ii. Clap your hands for the Oni of Ife and the Oba of Benin (Right)
iii. A round of applause for the Oni of Ife and the Oba of Benin (Right)

228. **Open teeth / Gap tooth**
Open teeth (Wrong)
Gap tooth (Right)

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Note: The expression 'open teeth' is alien to English. The right expression is 'gap tooth' ***e.g.***

i. The dynamic teacher has open teeth (Wrong)
ii. The dynamic teacher has a gap tooth (Right)
iii. The dynamic teacher is gap-toothed (Right)

229. **Good (bad) book / Good (bad) books**

Good (bad) book (Wrong)
Good (bad) books (Right)

Note: 'Book' should always be pluralized (books) in the expressions 'bad books' / 'Good books' ***e.g.***

i. All of you are in my good book (Wrong)
ii. All of you are in my good books (Right)
iii. Two of the workers are in my bad books (Right)

230. **The Bible or Quran said / The Bible or Quran says**

The Bible or Quran said (Wrong)
The Bible or Quran says (Right)

Note: Whenever you are making reference to or quoting from the Bible or any other holy book (e.g. Quran), do not use the past tense (said). Rather, the present tense (says) should be used to indicate continuity of the Word of God. ***e.g.***

i. The Bible said that the just shall live by faith (Wrong)
ii. The Bible says that the just shall live by faith (Right)

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TOPIC 2

COLLOCATIONS

Words are said to collocate when they are used regularly together in a language. Certain words must go together and if one is used and the other is omitted, the sentence becomes wrong. Examples of words that are regularly combined include the following:

1. **No sooner had ⟶ than.**
   'No sooner had' collocates with 'than' not 'when' or 'before' e.g.
   (i) No sooner had I opened the door than/~~when~~ the thief fled [PCE '90 Q 35].
   (ii) No sooner had the President died than/~~when~~ his wife left the country. [GCE Nov. 2001 Q 47].
   (iii) No sooner had Uche arrived at the meeting than/~~when~~ the proceedings began [SSCE June, '98 Q 47].
   (iv) No sooner had we started the journey than/~~when~~ we had a flat tyre. [SSCE JUNE 2004 Q. 66].

2. **Prefer ⟶ to**
   Prefer collocates with 'to' not 'than' ***e.g.***
   (i) Eboh prefers Engineering to/~~than~~ Biochemistry. [GCE Nov. 2001 Q. 51].
   (ii) John prefers a Toyato to/~~than~~ a Peugeot. [WASCE/GCE June, '84 Q. 88].
   Note: When an '-ing' verb comes after prefer(s), there should also be an –ing verb after 'to' before the object of the sentence e.g.
   (i) She prefers reading (-ing) her novels to watching (-ing) programmes on the television (right) [PCE '91 Q. 36].
   (ii) She prefers reading her novels to television (wrong).
   Reason: No '-ing' verb before television.

3. **Hardly had ⟶ when**
   When 'hardly had' is used, it goes with 'when' not 'than' e.g.
   (i) The jubilation over the home team's first goal had hardly died down when/~~before~~ the visitors equalized [GCE Nov. '98 Q. 64].

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(ii) Hardly hard the journey started when/~~than~~ the car engine developed a fault. [SSCE June, 2000 Q. 60].
(iii) Hardly hard Orobosa entered the house when/~~than~~ the rain started.

4. **Scarcely had → when**
'Scarcely had' goes with 'when' not 'than' or 'before'. ***e.g.***
(i) Scarcely had he left the house when/~~before~~ it collapsed.
(ii) Scarcely had Osaro finished eating his food when/~~before~~ the visitor arrived.

5. **Barely had or had barely → when**
'Barely had or had barely' collocates with 'when' not 'than'. 'Barely' means a very short time before. ***e.g.***
(i) I had barely started speaking when/~~than~~ he interrupted me.
(ii) He had barely started teaching when/~~than~~ the physics teacher barged in.

6. **Although/though → yet.**
'Although' or 'though' goes with 'yet'. When we use 'although' or 'though' and omit 'yet' the sentence will remain correct provided a comma is used to replace 'yet'. When 'yet' is omitted don't replace with 'and' or 'but'.
(i) Although he was invited yet/~~but~~ he was not welcome [UME '81 Q. 38].
(ii) Although he greeted her, she did not answer [SSCE June, '98 Q. 47].

7. **So → that**
'So' goes with 'that' and in most cases when 'so' is used, there will be the need for 'that' to follow it. ***e.g.***
(i) Tunji was so hungry that he ate the food meant for his three sisters. [SSCE Aug. '91 Q. 49].
(ii) He passed so well that he was awarded a scholarship. [UME '81 Q. 42]
(iii) He fainted because he was so tired (wrong).
(iv) John was so careless that he came to the examination hall without a pen (GCE Nov. '98 Q. 72].

8. **Prone → to**
'Prone' collocates with 'to'. It should be noted that 'prone to' can only be used for something negative. ***e.g.***
(i) He is prone to infection (right).

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(ii) She is prone to errors (right).
(iii) Iziengbe is prone to success (wrong).
Note: 'success' is positive and that makes the 3rd example wrong.
(iv) My little boy is hyper – active and he is therefore prone to accidents [UME '78 Q. 84].

9. **Learn → by heart**
'Learn' collocates with 'by heart'. 'Learn by heart' means 'to memorize' ***e.g.***
(i) It was a long poem but he learnt it by heart. (right)
(ii) He learnt the poem ~~off head/from memory~~. (wrong)

10. **Quote → off hand**
'Quote' collocates with 'off hand' and to quote off hand means to 'recite'. ***e.g.***
(i) Although the poem was long yet Yinka quoted the lines off hand (right).
(ii) Yinka quoted the lines ~~off head/from head/off by heart/from memory~~. (wrong)
(iii) I can quickly recite the National Anthem off hand now [UME '86 Q. 78].

11. **Commit → to**
'Commit' goes along with 'to' ***e.g.***
(i) Adaeze was asked to commit the list to memory.
(ii) The patient was committed to the Psychiatric hospital.

12. **Not only → but also**
When we use 'not only' it should be followed by 'but also' ***e.g.***
(i) He is not only poor but also dirty - (right)
(ii) He is not only poor, he is dirty – (wrong)
(iii) I can not only teach but also sing. (right) (i.e. I can do both).

13. **Looking forward → to**
Looking forward collocates with 'to'. When 'looking forward to' is used, it should be followed by a gerund (-ing) or a noun but never a verb. ***e.g.***
(i) I am looking forward to seeing your family. (right)
(ii) I am looking forward to see your family. (wrong)
(iii) I am looking forward to hearing from you before long (right). [SSCE June, '96 Q. 64].
(iv) I am looking forward to a day of absolute freedom (right).

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14. **Discuss / Talk about**

'Discuss' does not go with 'about' as many tend to believe. It takes the direct object. 'Talk', on the other hand collocates with about. ***e.g.***

(i) We are discussing the problems we are facing. (right).
(ii) We are discussing about the problems we are facing. (wrong)
(iii) We are talking about Queen's excellent performance. (right)
(iv) We are talking her excellent performance (wrong).

15. **With a view to/in view of/with the view of**

'With a view' collocates with 'to' while 'in view' and 'with the view' collocate with 'of'. When any of these is used, it should be followed by a gerund (-ing) but never a verb ***e.g.***

(i) He went to Enugu with the view of collecting/~~collect~~ his examination result from his Principal.
(ii) In view of collecting/~~collect~~...
(iii) He went abroad with a view to finding a business partner (right) [UME '78 Q. 61].
(iv) He went abroad with a view to find a business partner (wrong).

16. **Either → or**

'Either' collocates with 'or', 'Either – or' means 'one or the other of two' ***e.g.***

(i) Either Eghosa or Osamudiamen is right (One of them is right).
(ii) Either Izeyor or Loveth wrote the letter (One of them wrote the letter).

17. **Neither → nor**

'Neither' collocates with 'nor'. 'Neither – nor' means 'no one of the two'

(i) Niether Helen nor Victoria is wicked (None of them is wicked)
(ii) Neither Monday nor Justina deserves that insult (None of them deserves it).

18. **Flair → for**

'Flair' collocates with 'for'. 'To have a flair for' means to have a natural ability to do something well. ***e.g.***

(i) My brother does not have a flair for mathematics [UME '87 Q. 87].
(ii) Orobosa has a flair for/~~in/at/of~~ Languages.

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19. **Surprised at**

'Surprised' collocates with 'at'. ***e.g.***

(i) We were all surprised at you (right).
(ii) We were all surprised at what you said (right)
(iii) We were all surprised by what you said (wrong)

20. **Sympathize with / Sympathetic to / Sympathy for**

'Sympathize' takes 'with' while 'Sympathetic' collocates with 'to'. ***e.g.***

(i) The Church sympathizes with you.(right)
(ii) We are sympathetic to you. (right)
(iii) We sympathize to you. (wrong)
(iv) We are sympathetic with you. (wrong)
(v) Don't you have sympathy for people? (right).

21. **With regard to / As regards**

When 'with' precedes regard, do not add 's' to it but when 'as' precedes 'regard' 's' should be added to the 'regard'. ***e.g.***

(i) With regard to your request, we are not relenting in our efforts to bring it to pass. (right)
(ii) With regards to your request...(wrong)
(iii) As regards your request... (right)
(iv) As regard your request... (wrong).

22. **Allergic → to**

'Allergic' collocates with 'to'. To be 'allergic to' means to react badly to something ***e.g.***

(i) Grace must be allergic to smoke because any time she sits by someone who is smoking, she sneezes. [UME '80 Q. 89].
(ii) It is quite amazing to know that Seki is allergic to smoke.

23. **Because → very**

(i) He finished the food because he was very hungry (right).
(ii) He finished the food because he was so hungry (wrong).

24. **All → that (not what)**

(i) I have done all that you asked me to do (right).
(ii) I have done all what you asked me to do (wrong).

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25. **One → one**

'One' also collocates with 'one' not he, she or they i.e. When 'one' is used as the subject of a sentence, you must as a rule stick to it. Do not use pronouns like he, she or they in place of it.

(i) For one to be successful in life, he/she/they must be hardworking (wrong).

(ii) For one to be successful in life, one must be hardworking (right).

26. **Too → for (or to + verb)**

i. This is too much for me to bear (Right)

ii. This is too heavy to push (Right)

27. **Reason (Why) → that e.g.**

i. The reason he left the class was that he was angry (right)

ii. Why he left the class was that he was angry (Right)

Note: Do not say: 'Reason why' if 'Reason' also means 'why' in the context e.g.

The reason why he left the class was that he was angry (wrong)

28. **If → then (or comma in place of then) e.g.**

i. If you want to be successful in life then you must be ready to pay the price (Right)

ii. If you want to be successful in life, you must be ready to pay the price (Right)

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TOPIC 3

ARTICLES

Articles are of two types. These are the definite article (the) and the indefinite article (a) or (an).

USES

1. The titles of Newspapers and Magazines should have the definite article (the) before them. The Punch; The Comet; The Daily Times; The Guardian; The Sun etc.

2. Countable nouns take both the definite article (the) and the indefinite article (a) e.g.

a book ✓	the book ✓
a car ✓	the car ✓

3. Uncountable nouns take only the definite article i.e. they do not take indefinite article.

a salt ✗	the salt ✓
a water ✗	the water ✓

4. The definite article should precede names of families e.g. The Iges; The Obasanjos; The Tinubus; The Iyohas etc.

5. The indefinite article is usually given to a countable noun when it is mentioned for the first time. However, when that countable noun is mentioned subsequently it will now take the definite article e.g. A woman came to your house this morning. The woman introduced herself as the grand daughter of Abacha.

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Note: The definite article can be given to a countable noun when it is mentioned for the first time if that noun (thing) is already well known to us.

6. The names of International Organizations and countries that have 'Nations', 'Kingdom', 'States' etc. attached to them should also take the definite article ***e.g.***
The United States; The United Kingdom.
The United Nations; The USSR.

7. The indefinite article (a) changes to 'an' if the noun that comes after it begins with a vowel sound e.g. an umbrella; an aeroplane; an onion.

Note: In observing this rule, it should be borne in mind that what matters most is the pronunciation of the word in question and not necessarily the spelling. If the spelling begins with a consonant but the pronunciation begins with a vowel sound, the indefinite article 'a' will still change to 'an'.

an hour ✓ a hour ***x***
an honour ✓ a honour ***x***

Again, the spelling of a word may begin with a vowel sound but the pronunciation of the word begins with a consonant sound. When this is the case, 'a' does not change to 'an' ***e.g.***
a unique product ✓ an unique product ***x***
a universal Law ✓ an universal Law ***x***

8. The definite article should also precede traditional and official titles. ***e.g.***
The Oba of Benin
The Alafin of Oyo
The Attorney – General and Minister of Justice
The Governor
The President etc.
The Obi of Agbor
The Ooni of Ife
The Odionwere of Evboebi

9. The names of tribes that have a unique language by which they are recognized also take the definite article.
The Itsekiri people.
The Hausa people
The Urhobo people
The Efik people
The Yoruba people
The Igbo people

10. The definite article should also be used before the names of rivers, seas, canals etc. ***e.g.***
The Gongola; The Rima; The Niger; The Benue; The Red Sea; The Dead Sea; The Atlantic Ocean; The Indian; The Pacific; The Panama; The Suez; The Eric etc.

11. The names of public places like Restaurants, Hotels, Art Theatres etc also take the definite article (the). The Sheraton; The Penn Cinema; The VON; The CNN etc.

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TOPIC 4

QUESTION TAGS

A question tag is the short question that is attached to a statement that has been made. It is also called disjunctive questions ***e.g.***

Remmy can do it , can't he?
Statement **Question tag**

RULES THAT GOVERN QUESTION TAGS

(1) A comma should separate the statement from the question tag. When a part of a question ends with a full stop or any other punctuation marks, no verb should be taken from that part e.g.

i. The boys are naughty. They have started fighting again, haven't they / ~~aren't they?~~

(2) The auxiliary verb in the statement should be repeated in the question. If it is replaced by another verb in the question tag, the sentence becomes wrong.

i. We ought to have visited the Governor, oughtn't we / ~~isn't it?~~ [UME '97 Q. 75].

Here, 'ought' in the statement is repeated in the question tag in its negative form 'oughtn't'.

Note: When "ought not" (negative) is used in the statement, "should" should be introduced in the tag ***e.g.*** We ought not to have visited the Governor, should we / ~~ought we?~~

ii. She, doesn't want to go, does she?

Note: 'does' in the statement is repeated in the question tag in the positive [PCE '90 Q. 75].

(3) A positive statement should be followed by a negative question tag. ***e.g.***

i. Students will always blame their teachers when examination results are unfavourable, won't they? [UME '98 Q. 80].

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Note: 'Will' (positive) in the statement changed into its negative form (won't) in the question tag.

ii. You were the killer of the high way robber, weren't you? [WASSCE & GCE JUNE '84 Q. 80].

(4) A negative statement should be followed by a positive question tag. ***e.g.***

i. I don't think he can, can he? [UME '94 Q. 72].

ii. The students haven't come back from the library, have they? [UME '84 Q. 72].

iii. You're not too tired to continue, are you? [SSCE JUNE 2000 Q. 45].

(5) When a question is asked and a response is required; 'No' should be followed by a negative response while 'Yes' should go with positive response. ***e.g.*** Did he spend the night with you as he promised?

Yes, he did (right) No, he didn't (right)

Yes, he didn't (wrong) No, he did (wrong)

Note: The order of answering question tag is usually Positive + Negative + Positive or Negative + Positive + Negative. This can be summarized as:

P + N + P

N + P + N

e.g. (i) He did it, didn't he? Yes, he did (right)

(ii) He did it, didn't he? No he didn't (wrong)

(iii) He didn't do it, did he? No, he didn't (right)

(iv) He didn't do it, did he? Yes, he did (wrong)

(6) The tense of the statement (present, past or past participle) should be maintained in the question tag. ***e.g.***

i. Godson is the senior prefect, isn't he?

Present tense **Present tense**

ii. Godson was the senior prefect, wasn't he?

Past tense **Past tense**

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(7) A statement which has no auxiliary verb makes use of 'do' in the question tag i.e. if there is no verb in the statement that can be changed to negative or positive in the question tag, introduce 'do' in the tag.
Note: If the main verb in the statement is singular, 'do' changes into doesn't; if it is plural, 'do' changes into 'don't', but if the verb is in the past tense 'do' changes into 'didn't' ***e.g.***

i. You <u>like</u> rice, don't you? [WASSCE NOV. 2001 Q. 48]
Plural verb

ii. Bimbo <u>sings</u> beautifully, <u>doesn't she?</u>
Singular verb [UME '80 Q. 85]

iii. He <u>said</u> he gave it to you, <u>didn't he?</u> [SSCE NOV. '98 Q. 63]
Past tense

iv. We used to go to that club on Saturday night, <u>didn't we?</u> [UME '81 Q. 72].

(8) A positive command should be followed by a positive question tag. Only two auxiliary verbs ('shall' and 'will') can be used in the question tag.
Note: 1st person (I, we) takes 'shall' while 2nd person (you) and 3rd person (he, she, it they) take 'will' ***e.g.***

i. Let's go for a walk, <u>shall we?</u> [PCE '91 Q. 58].
ii. Let's have a cup of coffee, <u>shall we?</u> [UME '90 Q. 98]
iii. Stand up, <u>will you?</u>
iv. Shut up, <u>will you?</u>

(9) Although the negative of 'must' is 'mustn't', its opposite meaning is not 'mustn't' but 'needn't'. Therefore, when the opposite of 'must' is required, 'mustn't should be replaced by 'needn't' in the question tag. ***e.g.***

i. Student: 'Excuse me sir, must we complete the assignment before lunch?
Teacher: No, you needn't [UME '87 Q. 84]

ii. Must you say 'Good morning' to everybody in the street?
No, I needn't [UME '80 Q. 56].

Note: 'Must' is retained in the question tag if the action in question is a compulsory or mandatory one e.g.
Must we register before writing the examination?
Yes, you must (right) (compulsory)
No, you needn't (right) (not compulsory).

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(10) When "need not" is used in a statement, "do" is introduced in the question tag ***e.g.***
They need not travel, do they? (right)
They need not travel, need they? (wrong)

(11) When "dare not" is used in a statement, "can" is introduced in the tag ***e.g.***
They dare not insult him, can they (right)
They dare not insult him, dare they (wrong)

(12) When the primary auxiliary verb "am" is used positively in a statement, "aren't" is introduced in the question tag. But when "am" is used in the statement negatively (am not), "am" is retained in the question tag ***e.g.***

i. I am very handsome, aren't I?
positive

ii. I am not very handsome, am I?
negative

(13) When a relative pronoun such as that, which, who, whom or whose is used to separate two clauses, the tag question must agree with the first clause and not the second ***e.g.***
It was he who said he did not fear death, wasn't it? (SSCE '97 Q. 68)

(a) didn't he (b) wasn't he
(c) Isn't he (d) wasn't it

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TOPIC 5

REAL AND UNREAL FUTURE

A close look at this topic reveals that there are two terms that must be defined before a good understanding of it can be attained. These are the 'real future' and 'unreal future'.

Real future is one that will most likely become a reality while the unreal future is one that will most likely not become a reality. We use the present tense to express the real future while the unreal future is expressed in the past tense.

Most questions under 'Real and unreal future' begin with: 'By the end of...'

Note: The auxiliary verbs commonly used to fill the gap are 'shall', 'will' and 'would'. 1st person takes 'shall', while 2nd and 3rd persons take will/would. However, when showing a determination or laying emphasis, the reverse will be the case i.e. 1st person will take 'will' while 2nd and 3rd persons will take 'shall'. The rule can be summarized as follows:

I/We + shall have written.
I/We + shall have completed.

You + will have written
You + will have completed.

He/She/they + will have written
He/She/they + will have completed.

Note: You can only come to the conclusion that the writer is either showing a determination or laying emphasis if a strict adherence to the general rule will produce no right answer to a given question. For instance, the fact that 1st person (I, We) takes 'shall' does not mean that options like 'I shall write' or 'we shall be writing' should be chosen as answers when it is quite obvious that such answers violate the rule. In such a case an answer like 'I will have written' or 'we will have concluded' will be better options. Consequently, it goes to show

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that the speaker is either showing a determination or laying emphasis. ***e.g.***

i. By the end of this year, I .....twenty books.
(a) read (b) would have read (c) will read (d) have read
(e) am reading [UME '84 Q. 86]
Ans.: (b) (unreal future)

ii. By next June, he ..... four novels.
(a) will write (b) is writing (c) will have written (d) had written
(e) has written [UME '82 Q. 54]
Ans.: (c) (real future)

iii. By the end of this year ..... in this town for eleven years.
(a) I'm living (b) I'd be living (c) I'll live (d) I'll have lived
[UME '79 Q. 30]
Ans.: (d) (real future)

iv. By the end of June, I .....six examinations this year.
(a) shall take (b) have taken (c) shall have taken
(d) am taking (e) took [UME '81 Q. 71]
Ans.: (c) (real future)

v. If I went to the cinema, I ..... early.
(a) shall return (b) am returning (c) would return
(d) had return (e) may return. [UME '78 Q. 68].
Ans.: (c) (unreal future)
Note: The speaker used 'went', the past tense of 'go' for an action he was yet to take, thus making the future unreal.

vi. If I go to the cinema, I will return early (real future).

vii. By January 1999, I .... Ten years in the service of this institution
(a) should have been (b) would be (c) can be (d) must be
[UME '97 Q. 92].
Ans.: (b)

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viii. If things were going on well, I would have completed the project by the end of the year (unreal future).

ix. By this time next year, I _____ twenty years old. [UME 2002 Q 78 T.2]
(a) would have been (b) will be
(c) could have known (d) will have been
Ans.: D (Real Future) (Determination or emphasis)

x. By the end of the football match today, we _____ the best player. [UME 2005 Q. 82 T. 4]
(a) could have known (b) might have known
(c) will have known (d) would have known
Ans.: 'C' (Real Future: Emphasis)
Note: If there is nothing in a statement that points to the fact that the future is unreal, you are required to presume that the future is real.

xi. By this time next year, I _____ here for ten years.
(a) have worked (b) had been working
(c) would have worked (d) will have been working
Ans.: C (Unreal future)
Note: If things were going on well .... (a conditional positive statement) means that things are not going on well and this indicates that the future is unreal.

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TOPIC 6

THE SUBJUNCTIVE

The subjunctive is the form of a verb that is often used to express wishes, uncertainty, possibility or condition or imagined situation. the subjunctive forms include:

a. It's about time/it's high time/it's time
b. As if
c. I wish
d. I would rather/I'd rather
e. If only
f. Suppose/Supposing

When any of these subjunctive forms is used, the time being referred to must first be ascertained because it is the time that determines the tense of the verb to be used. If the sentence refers to an action in the present, the verb is given the past tense; if it refers to an action in the future, the verb will also be in the past but if refers to an action in the past, the verb will be in the past perfect tense.

(Present action – Past tense; Future action – Past tense; Past action – Past perfect tense).

EXAMPLES

PRESENT:

i. It's high time we stopped / ~~stop~~ discriminating against one another. [NECO 2001 Q. 66].
ii. I think it's high time you ~~go~~ / went home [GCE 2001 Q. 52]
iii. Her mother said to her 'I would rather you ~~cook~~ / cooked the dinner now. [UME '95 Q. 85].
iv. It's time the room was / ~~is~~ redecorated. It looks awful. [UME '95 Q. 84]
v. I wish I ~~am~~ / were your age. [UME '83 Q. 62].
vi. You talk to me as if you ~~are~~ / were my age mate.
vii. If only I ~~can~~ / could see him now.
viii. It's time we ~~leave~~ / left for the port. [SSCE 2004 Q. 59].

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FUTURE:

i. I wish I could / ~~can~~ see him next week.
ii. I would rather you spoke / ~~speak~~ with the proprietor tomorrow.
iii. I would rather he did / ~~done~~ it in an hour's time.

PAST:

i. I wish I had learnt / ~~learnt~~ to swim when I was younger. [UME '81 Q. 70]
ii. I wish he ~~wrote~~ / had written his Will before he died.
iii. I wish she ~~built~~ / had built her house before she got married to that wretched man.
iv. How I wish she had / ~~has~~ seen the note in time [SSCE June '96 Q. 60].

EXCEPTIONS TO THE RULE:

(a) When 'to' infinitive comes immediately after any of the subjunctive forms, the sentence will change from Unreal to real future and the tense of the verb will remain in the present tense. ***e.g.***
   i. It is time to expel / ~~expelled~~ this irresponsible member.
   ii. It's time to go / ~~went~~ home.
   iii. I wish to have / ~~had~~ a car.
   iv. I wish to see / ~~saw~~ Osaze's wife next week.

(b) When there is no subject after the subjunctive form, the verb should remain in the present tense.
   i. I would rather go / ~~went~~ to the theatre than to the Cinema (No subject after 'rather').
   ii. I would rather do / ~~did~~ it alone (No subject after 'rather').

(c) 'Had better' should not be mistaken for a subjunctive form. It is not a subjunctive form and when it is used it should not be given the past tense or past participle. ***e.g.***
   i. If you want peace, you had better get / ~~got~~ prepared for war. [UME '86 Q. 87].
   ii. You had better take / ~~took~~ advantage of the early rains to plant your seeds. [PCE '90 Q. 52].
   iii. You had better do / ~~did~~ / ~~done~~ what the doctor recommended this morning. [UME '89 Q. 86].

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iv. She had better start / ~~started~~ reading for the examination now.
v. You had better get/~~got~~ to the meeting in time. [SSCE 2003 Q. 58].

(d) As mentioned earlier, present and future actions take the past tense verb while past action takes the past participle. However, if the verb given does not change its form no matter the time (present, future or past), then you have to maintain its present tense verb rather than inventing a past tense or past participle that is non-existent ***e.g.***

(i). It is high time the President broadcast/~~broadcasted~~ to the nation.
Note: The past tense and past participle of 'broadcast' is the same as its present tense form.

(ii) I would rather you ~~cutted~~/cut off the legs of the table tomorrow.
Note: The past tense and past participle of 'cut' is 'cut' (i.e. it remains unchanged).

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TOPIC 7

COMPARISON AND CONSISTENCY

When we are comparing two nouns or pronouns, we should be consistent in our choice of subjects or objects.

A comparison should involve two subjects or two objects. We make wrong comparisons when we combine a subject and an object. The table below illustrates the terms 'subject' and 'object'.

SUBJECT	OBJECT
I	Me
We	Us
You	You
He	Him
She	Her
It	It
They	Them

While those tagged 'subject' are used in the subject position in a sentence, the ones tagged 'object' (except you and it) can only be used in the object position in a sentence. ***e.g.***

(i) She is neater than I (right)
subject subject

The comparison is between a subject 'she' and another subject 'I'.

The sentence means: She is neater; I am neater; but she is neater than I am neat.

(ii) She is neater than me (wrong)
subject object

The comparison is between a subject (she) and an object (me).

The sentence means: she is neat; me is neat; but she is neater than me is neat.

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(iii) We are stronger than ~~them~~/they
s o s

There need not be comparison in the strict sense of the word before we can apply the rule of consistency in our choice of subjects or objects. If two nouns or pronouns appear in the subject position, both must be subjects and a combination of them must give a plural subject. In the same vein, when two nouns or pronouns appear in the object position, both must give a plural object (S+S=PS while O+O=PO) ***e.g***

(iv) Baba and he/~~him~~ participated in the tournament.
s s o

They (PS)

[UME '92 Q. 59]

The sentence can be detached as follows:

i. Baba participated in the tournament.
ii. He participated in the tournament.
iii. Baby + he (they) participated in the tournament.

(v) Remember this matter is strictly between, you and me/I
o o s

US (PO)

[UME '78 Q. 60]

The sentence can be written as: Remember this matter is strictly between us.

(vi) Between you and me/I there is no love lost.
o o s

US (PO) [PCE '92 Q. 39]

The sentence can be written as: Between us, there is no love lost.

(vii) The biggest prize will be given to him and me/I
o o s

US (PO) [PCE '93 Q. 59]

This can be written as: The biggest prize will be given to <u>us</u>.

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(viii) ..... are good friends.

(a) He and I (b) I and him (c) I and he (d) he and me

[UME '88 Q. 100] Ans.: A

He and I are good friends.

S S

We (PS)

This can be written as: We are good friends.

Note: Option C (I and he) is wrong because when a speaker uses two or more names including his name, he is required to mention his name last. ***e.g.***

(a) She and I attend the same school. (right)

(b) I and She attend the same school. (wrong)

However, when a speaker is confessing a fault involving two or more people, he is required to mention his name before the names of the others ***e.g.***

(a) I and she broke into your warehouse. (right)

(b) She and I broke into your warehouse. (wrong)

When there are two subjects and an object in a sentence, the sentence will be correct if the two things relevant are both subjects and the presence of an object in the sentence becomes irrelevant. In the same vein, when there are two objects and a subject in a sentence, the sentence will be correct if the two things relevant are both objects and the presence of a subject in the sentence also becomes irrelevant.

(ix). _____ were asked to represent the school at the quiz competition.

(a) I and Ngozi (b) Ngozi and me (c) Ngozi and I (d) Myself and Ngozi

[SSCE 2004 Q. 44] (See SSCE 2000 Q. 42)

Ans.: (c) (No confession is made here).

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Detachment:

i. Ngozi was asked to represent the school...
ii. I was asked to represent the school...
iii. Ngozi + I (we) were asked to represent the school...

(x) Those men helped, Dupe and me / I

S O O S

US (PO) [UME '97 Q. 83].

This sentence can be detached as follows:

(a) Those men helped Dupe.
(b) Those men helped me.
(c) Those men helped Dupe + me (US).

(xi) The teacher invited Akpan and me / I to his office

S O O S

US (PO) [UME '89 Q. 94] (see GCE 2003 Q 59 for a similar question)

When the sentence is detached it will read:

(a) The teacher invited Akpan to his office.
(b) The teacher invited me to his office.
(c) The teacher invited Akpan + me (us) to his office.

(xii) She likes Rachael more than I (right)

S O S

This can be interpreted as:
She likes Rachael; I like Rachael; but
She likes Rachael more than I like Rachael

(xiii) She likes Rachael more than me (right)

S O O

This can be interpreted as:
She likes Rachael; she likes me; but
She likes Rachael more than she likes me.

The last two examples underscore the importance of detaching the sentence after supplying the answer.

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General Note:

(1) When a gap comes after a preposition, the gap should be filled with an object (never with a subject) e.g.

(i) To ~~we~~ / us Nigerians, politics is a game for the rich.
s o

(ii) But for him and me, you wouldn't have succeeded in life.
o o

(2) When a gap comes before 'all', that gap should also take an object (not a subject).
He is the tallest of them / ~~they~~ all.
o s

(3) When a gap comes before 'both', the gap should be filled with an object.
He is neater than us / ~~we~~ both
o s
It means: He is neater than both of us.

(4) When a gap comes before a verb, the gap should take a subject or subjects.
e.g. Okon and he did the job.
s s verb

(5) When a gap comes after a verb, the gap should take an object or objects.
The job was done by Okon and him.
verb o o

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TOPIC 8

ADVERBIAL ORDER

Adverbs, like adjectives have a definite order that they follow when they appear in a cluster. Although there are many types of adverbs, only three of these types can give a meaningful combination. These are the adverb of place, time and manner. When these three appear in a sentence, the adverb of manner comes first, followed by the adverb of place and time. The simple formula for this order is MPT. ***e.g.***

i. The plumbers have been toiling .....
   (a) hard, on the job, all day.
   (b) all day hard, on the job.
   (c) on the job, hard, all day.
   (d) on the job, all day, hard.
   [GCE NOV. '98 Q. 47]. **Ans.:** a

hard (manner) on the job, (place) all day (time)

ii. Osaretin drove .....
   (a) speedily at 8 0'clock to Oza-Nogogo.
   (b) at 8 0'clock to Oza-Nogogo speedily
   (c) to Oza-Nogogo speedily at 8 0'clock.
   (d) speedily to Oza-Nogogo at 8 0'clock.
   Ans.: d

Speedily (manner) to Oza-Nogogo (place) at 8 0'clock (time)

iii. The little girl went .....
   (a) reluctantly to the farm at 2 0'clock.
   (b) to the farm at 2 0'clock reluctantly.
   (c) at 2 0'clock to the farm reluctantly.
   (d) reluctantly at 2 0'clock to the farm.
   Ans.: a

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Reluctantly (Manner) to the farm (place) at 2 0'clock (time)

iv. Mr. Godswill Ogumbor was .....
(a) last week elected chairman unanimously.
(b) elected chairman last week unanimously.
(c) unanimously last week elected chairman.
(d) unanimously elected chairman last week.
Ans.: d

Unanimously (Manner) elected chairman last week (time)

Note: When there are many adverbs of time and there are no adverbs of manner and place, the formula will change from MPT to S B/4 B or P B/4 G. This means that when there are many adverbs of time, the smaller adverb of time comes before the bigger adverb of time (S B/4 B) or the adverb of time that is more particular precedes the general adverb of time (P B/4 G). e.g.

1. The match will be played .....
(a) at 4 0'clock on Saturday next week.
(b) next week at 4 0'clock on Saturday.
(c) on Saturday next week at 4 0'clock.
(d) at 4 0'clock next week on Saturday.
Ans.: a

2. The President was overthrown .....
(a) July on the 12th, 1998.
(b) 1998 on the 12th of July.
(c) on the 12th of July, 1998.
(d) on the 12th of 1998, July.
Ans.: c

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It should be noted however that the order of adverb is not a rigid one. For instance, the adverb of place can exchange positions with manner if 'place' is being emphasized. Again, the adverb of time can exchange positions with that of place if 'time' is to be emphasized and so on. The general rule (MPT) should however be followed under examination conditions. ***e.g.***

i. The deceased was buried at 6a.m (time) in his compound (place)

Here, the adverb of time comes before the adverb of place because the time of the burial is being emphasized.

ii. The deceased was buried in his compound (Place) hurriedly. (manner)

Here, the adverb of place comes before the adverb of manner because the place of the burial is being emphasized.

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TOPIC 9

GROUP TERMS

We often face the problem of giving a name to a collection of items or people. Examiners are aware of this weakness among students and consequently, they set questions that will task students' ability to give a name to a collection of items or people.

The following are some of the common group terms (animate and inanimate).

1. A **bevy** of ladies.
2. A **herd** of cattle (We can also say 20 head of cattle)
3. A **pride/troop** of lions (not troupe)
4. A **galaxy/cluster/constellation** of stars
5. A **congregation** of worshippers
6. A **troupe** of dancers (not **troop**)
7. A **herd** of buffaloes (not **head**)
8. A **plague/swarm** of insects
9. A **flock** of birds
10. A **cluster** of diamonds
11. A **swarm** of bees
12. A **host** of angels
13. A **chowder** of cats
14. A **troop** of monkeys
15. A **band** of musicians
16. A **tuft** of grass
17. A **bevy** of quails
18. A **leap** of leopards
19. A **bunch** of keys
20. A **bunch** of bananas
21. A **host** of sparrows
22. A **punnet** of strawberries
23. A **choir** of singers
24. A **gang** of thieves/robbers
25. A **school** of whales
26. A **posse** of policemen
27. A **herd** of antelope
28. A **skein** of wool

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29. A **fleet** of cars
30. A **board** of directors
31. A **suite** of furniture
32. An **army** of soldiers
33. A **watch** of nightingales
34. A **flock** of sheep
35. A **muster** of peacocks
36. A **team/stud** of horses
37. A **smock** of jellyfish
38. A **fall** of woodcocks
39. A **gaggle** of geese
40. A **plague** of locust
41. A **pack** of rascals
42. A **paddling** of ducks
43. A **hail** of fire
44. A **team** of oxen
45. A **fleet** of ships
46. A **team** of players
47. A **suite** of rooms
48. A **flight** of doves
49. A **bench** of magistrates
50. A **bouquet** of flowers
51. A **bench** of bishops
52. A **fusillade** of shots
53. A **clutch** of eggs
54. A **caste** of flower-pots
55. A **brood** of chickens
56. A **crate** of fruit
57. A **coffle** of slaves
58. A **staff** of teachers
59. A **bunch** of grapes
60. A **skein** of silk

Note: When any of these collectives is used in a sentence, it takes only the singular verbs. ***e.g.***

i. A bench of bishops was/~~were~~ invited to the programme.

ii. A gang of thieves has/~~have~~ been arrested by the new Inspector General of Police.

iii. A bunch of keys is/~~are~~ lying on the floor.

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TOPIC 10

PHRASAL VERBS

This is a combination of a simple verb with an adverb or a preposition or both to make a new verb with a meaning that is different from that of the simple verb. some writers call it prepositional idioms.

The following are examples of phrasal verbs:-

1. Pep up – To make somebody or something more lively or energetic or happier.
2. Catch on – To understand or comprehend.
3. Break through – To have an outstanding success.
4. Break even – Neither gain nor loss.
5. Fall through – To fail (opposite of break through)
6. Stand up for – To defend
7. Back up – to support
8. Pick on – To blame, punish or criticize repeatedly and unfairly; to tease or nag.
9. Take aback – To shock or surprise somebody.
10. Tack something on – (to something) – to add something as an extra item.
11. Put off – to postpone.
12. Account for – To explain the cause of something.
13. Alight on – To find something by chance.
14. Align with (somebody) – To become associated with or join somebody as a partner.
15. Appertain to (somebody/something) – To belong or relate to.
16. Find out – To discover.
17. Switch off – To turn off
18. Hedge against – To do something to protect oneself.
19. Hear from – To receive a letter or telephone call from somebody.
20. Hear out – To listen to someone to the end.
21. Buy over – To bribe someone.
22. Bolton (something) up – To complete successfully.
23. Buzz about/around something – To move quickly and busily.
24. Buzz off – To go away.

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25. Make do – To manage what one has; contented with; be all right with.
26. Leave out – To omit.
27. Count on – bank on; rely on.
28. Pass(ed) out – To faint.
29. Bring round – To revive someone that fainted.
30. Round up – To gather; surrender; capture or hold together.
31. Round off – To end or complete something well; to give a suitable ending to.
32. Stand by – To support or help.
33. Start back – To begin to return.
34. Break in on – To interrupt or disturb.
35. Break away – To escape or leave.
36. Back out – To withdraw from an agreement or a promise.
37. Back down – Back off; to withdraw a claim, demand or accusation.
38. Give in – To allow oneself to be defeated or overcome by something; submit; yield.
39. Gloss over – To treat something briefly in order to avoid giving embarrassing details.
40. Glaze over – (of the eyes) – To show no interest or expression.
41. Go into – To investigate.
42. Glory in – To take great pleasure or pride in something.
43. Gird (oneself) for something – To prepare oneself for something difficult or dangerous.
44. Get back at – To take revenge on somebody; to repay an injury with a similar one.
45. Get about/around – To be able to move from place to place.
46. Get along with – To have a comfortable or friendly relationship with somebody.
47. Ginger up – To make somebody or something more vigorous or lively.
48. Get hold of – To catch someone.
49. Catch up on (any reading) – To cover lost ground.
50. Beg off – To say that one is unable to do something one has agreed to do.
51. Beef up – To add force or weight to something; to strengthen.
52. Beetle along/about/away – To move along quickly; to hurry.
53. Bell out – To sing or play something loudly and forcefully.
54. Bent on – To be determined to do something.
55. Black out – To lose consciousness or memory temporarily.

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56. Blend in – To mix in harmony with something; To look or sound good.
57. Bluff into – To make somebody do something by deceiving him or her.
58. Cash in on – To take advantage of; to profit from.
59. Bugger about/around – To behave in a stupid or careless way.
60. Burn around/about – To travel around or spend one's time doing nothing in particular.
61. Bump into (somebody) – To meet by chance.
62. Chicken out of – To decide not to do something because one is afraid.
63. Chime in (with something) – To join or interrupt a conversation.
64. Churn out – To produce something and in large quantities or amounts
65. Clam up – To become silent; to refuse to speak.
66. Clamp down on – To become suddenly very strict about something; to use one's authority against somebody; to suppress.
67. Clap on – To add something to the price of something in an unfair manner.
68. Catch up with –To reach and sometimes pass by somebody who is ahead.
69. Tag along/behind/with (somebody) – To accompany; to follow some body closely.
70. Dress down – To scold heavily; to thrash; to show one's anger with somebody publicly.
71. Dredge up – To mention something (especially unpleasant or embarrassing) that has been forgotten.
72. Drill into – To make somebody learn something by regular training.
73. Come off – To take place; to happen; to start.
74. Branch off – To turn from one road into a smaller one.
75. Press on – To advance with determination.
76. Smarten up – To make oneself, somebody or something more attractive.
77. Splash across – To display a news story or photograph in a prominent position.
78. Talk into – To persuade somebody to do something.
79. Tip off – To give someone an advance information about something.
80. Tie down – To restrict to certain conditions or a fixed occupation or place.
81. Tone down – To make something less intense, extreme etc.
82. Top off – To finish or complete something successfully.
83. Barge in/into – To enter or interrupt something rudely and forcefully.
84. Bawl out – To speak angrily to somebody.

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85. Bash ahead/on/away – To do or continue doing something with energy and enthusiasm.
86. Pipe up – To begin to speak or sing in high voice.
87. Pipe down – To be less noisy; to stop talking.
88. Pore over – To study something by looking at it very carefully.
89. Revel in – To get great delight from something.
90. Romp away/ahead – To rise or make progress very rapidly.
91. Rope in – To persuade somebody to take part in an activity.
92. Fish out – To take or pull out after searching.
93. Fizzle out – To end or fail in a weak or disappointing way
94. Flake out – To collapse or fall asleep because one is tired.
95. Foist on/upon – To force somebody into accepting something that is not wanted.
96. Make up for – To compensate for (e.g. a loss or something one has not done well)
97. Make (it) up – To end a quarrel or dispute with somebody and become friends again.
98. Make out – To understand or interpret.
99. Stand in for – To take someone's position; to hold brief for someone.
100. Gen up on – To obtain information or provide somebody with information about something.
101. Pare down – To reduce something greatly.
102. Peter out – To decrease or fade gradually before coming to an end.
103. Pig out – To eat a lot of something.
104. Piss about/around – To behave in a foolish way or in a way that is deliberately not helpful to somebody or waste time.
105. Pump in/into – To put a lot of money; effort etc. into something.
106. Puzzle over – To think hard about something in order to understand or explain it.
107. Flare up – To become suddenly angry.
108. Bring up – To look after a child until it is an adult.
109. Confide in – To trust somebody enough to tell a secret to.
110. Brave it out – To face anger, suspicions or blame with a refusal to change one's behaviour or accept defeat.
111. Capitalize on – To use something for one's own advantage; to profit from something.
112. Stand out from – To be prominent or distinguished.

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113. Put up with – To tolerate.
114. Keep up – To maintain; to continue at the same level.
115. Chew over – To think about something slowly and carefully.
116. Cheese off – To make somebody annoyed, bored or frustrated.
117. Cheer on – To encourage somebody to make greater efforts by cheering.
118. Finish off – To destroy or kill a person or thing.
119. Do away with – To discontinue; to cause something to end.
120. Dole out – To distribute something.
121. Done for – To be in a situation that is so bad that getting out of it is impossible.
122. Harp on – To talk repeatedly about something in a boring or annoying way.
123. Brush aside – To ignore or treat as unimportant.
124. Book in/into – To register at a hotel, an airport etc.
125. Deal with – to punish; to do business with.
126. Opt out – To choose not to be involved in something.
127. Resign to – To accept and be ready to endure something as inevitable.
128. Resort to – To make use of an unpleasant alternative.
129. Spy on – To watch secretly.
130. Stir up – To provoke somebody into action.
131. Stitch up – To betray or cheat somebody.
132. String along – To mislead somebody especially about one's own intention or beliefs.
133. Sort out – To put things in good order; to tidy; to separate something from a large group.
134. Eat into – To use up a part of the available money, time etc. meant for another thing.
135. Explain away – to give excuses why one should not be blamed for a fault or mistake.
136. Eye up – To look at somebody with special interest.
137. Fuck about/around – To behave foolishly or with no clear purpose.
138. Daly with – To treat in a casual way.
139. Dam up – To hold back one's emotions or feelings.
140. Dawn on – To become gradually clear to somebody's mind; to become obvious.
141. Habituate to – To make somebody or oneself used to something.
142. Perk up – To become more lively or cheerful after a period of illness or sadness.

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143. Lay off – To dismiss
144. Prevail on/upon – To persuade somebody to do something.
145. Pride on – To be proud of doing something.
146. Riddled with – To be full of something undesirable or bad.
147. Rule out – To exclude.
148. Hark at (somebody) to draw attention to somebody who has said something foolish or who has been boasting.
149. Seek out – To look for and find.
150. Note down – To record something in writing.
151. Land in – To get into difficulties.
152. Jump at – To seize an opportunity or an offer eagerly
153. Jerk out – To say something in an awkward or nervous manner.
154. Hoot down – To make noises showing disapproval of what somebody is saying.
155. Guard against – To be careful and cautious in order to prevent something.
156. Ground in – To give somebody good teaching or basic training in something.
157. Fuss over – To pay two much attention to somebody.
158. Freeze out – To discourage somebody from doing or taking part in something by being deliberately unfriendly.
159. Freshen up – To wash and make oneself look clean and tidy after a journey.
160. Fire away – To begin to ask question; to begin to speak.
161. Walk out on – To abandon or leave somebody.
162. Trifle with – To treat lightly or in a casual way somebody or something that deserves serious attention or respect.
163. Trip up – To cause somebody to make a mistake or to reveal a secret.
164. Want for – To suffer because of a lack of something.
165. Waltz off with – To leave with something.
166. Wake up – To become lively or alert.
167. Water down – To weaken or dilute; to make less forceful or offensive (e.g. a speech).
168. Wear away – To become thin or no longer visible by constant use.
169. Weasel out of – To avoid doing something that one ought to do or has promised to do.

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170. Wave aside – To dismiss an objection as not relevant or important.
171. Run out of – To be used up or finished; to exhaust one's supply.
172. Leave aside – Not to consider something; to disregard.
173. Lord it over – To treat somebody as inferior.
174. Face up to – To accept and deal with something upleasant or difficult; to confront.
175. Look forward to – To anticipate.
176. Farm out – To send out work to be done by others; to delegate a job to people.
177. Proceed against – To take legal action against somebody; to sue.
178. Pull ahead – To move in front of somebody or something.
179. Push about/around – To give somebody orders in an unpleasant way.
180. Vest in – To give a legal right to do something.
181. Pry into – To inquire with too much curiosity into other people's private affairs.
182. Pop off – To die.
183. Frown on/upon – To disapprove of.
184. Fritter away – To waste one's time or money foolishly with no clear aims.
185. Cook up – To falsify; to invent something in order to deceive.
186. Cool down/off – To become or make somebody calm.
187. Come by – To find.
188. Come up with – To find or produce an answer; to introduce.
189. Crop up – To appear or occur unexpectedly.
190. Cork up – To keep one's feelings private and not express them.
191. Cotton on – To begin to understand or realize something without being told.
192. Cough up – To say or produce something unwillingly.
193. Cream off – To take away the best people or things.
194. Bowl over – To surprise; to astonish somebody; to knock down.
195. Blurf out – To say something suddenly and without careful consideration.
196. Boot out – To throw out by force; to dismiss somebody from a job.
197. Bear up/under – To be courageous or brave during a difficult time.
198. Major in – To specialize in certain subject or course.
199. Make off – To steal something and hurry away.
200. Live by – To follow a particular belief or set of principles.
201. Tangle with – To become involved in an argument or fight with somebody or something.
202. Tamper with – To interfere with or alter something without authority.
203. Pull in – To arrest.

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204. Rough in – To draw; describe or prepare something without details.
205. Cop out of – To avoid or withdraw from doing something because of fear or laziness.
206. Win over – To gain one's support or favour especially by persuading him to agree.
207. Launch into – To begin enthusiastically something that is important or that will not take a long time.
208. Lavish on – To give something to somebody/something generously or excessively.
209. Latch on – To understand an idea or something said.
210. Lash out at – To make a sudden violent attack with blows or words.
211. Lash out on – To spend a lot of money.
212. Lose out on – To miss an opportunity; to suffer loss.
213. Waste away – To become thin or weak especially because of disease or worry.
214. Edge out of – To cause somebody or something gradually to lose their position or power.
215. Egg on – To urge or strongly encourage somebody to do something.
216. Go back on – To fail to keep one's promise.
217. Eke out – To manage to make a living; to make a small supply of something last longer by adding something else to it or by using it very carefully.
218. Batten on – To live comfortably by taking things from other people for one's own advantage.
219. Flunk out – To be dismissed form school for failure.
220. Fly at – To attack somebody suddenly.
221. Culminate in – To reach the highest point or specified conclusion or result.
222. Shake down – To become familiar with a new situation and begin to function properly.
223. Freak out – To behave in an excited, strange and wild manner because of mental illness or drugs.
224. Bounce back – To recover well after trouble, illness or hardship.
225. Bottle out of – To decide in a cowardly way not to do something.
226. Deal in – To sell or trade in something.
227. Mete out – To cause a person or country to suffer a punishment a defeat or bad treatment.

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228. Leap at – To accept something eagerly, without hesitation.
229. Lean on (somebody) – To depend on.
230. Pine away – To become ill or grow thin and weak because of grief until one dies.
231. Count against – To consider something to be to the disadvantage of somebody.
232. Militate against – To have great force or influence to prevent something.
233. Cry down – to say that something is not very good, important or valuable.
234. Railroad into – To force somebody to do something.
235. Mow down – To kill people in large numbers.
236. Mull over – To think about or consider something long and carefully.
237. Tag along (behind/with) – To accompany somebody; to follow somebody closely.
238. Toy with – To consider something casually or without serious intent; to handle or move something carelessly without thinking.
239. Track down – To find somebody or something by searching.
240. Usher in – To mark the start of something; to cause something to begin.
241. Venture on/upon – To dare to attempt something.
242. Wade in – To enter a discussion or an argument in a confident or forceful manner.
243. Zero in on – To fix one's attention; to concentrate; to aim at a particular target.
244. Cheer up – To become or make somebody happier or cheerful.
245. Coop up – To confine somebody or something in a small place; to restrict one's freedom by keeping one inside.
246. Soften up – To make somebody unable or less able to resist an attack or being persuaded.
247. Sod off – To go away.
248. Sound off (about/against) – To talk or express one's opinions noisily about something.
249. Hound out of – To force somebody to leave something or place.
250. Cost out – To estimate in detail how much money one will need for something.
251. Pull through – To recover or help somebody to recover from a serious illness, operation or the like.

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252. Thrash out – To discuss something thoroughly and honestly.
253. Butter (somebody) up – To be extremely pleasant to somebody in order to get something from him.
254. Butt in on – To interrupt or interfere in something.
255. Bury (oneself) in – To concentrate deeply on something.
256. Dictate to – To give orders to somebody in a way that is not acceptable.
257. Dilate on – To speak or write about something for a long time.
258. Tick away/by/past (of time) – To pass.
259. Beaver away – To work hard.
260. Fetch up – To arrive at a certain place or position by chance.
261. Fend for – To support and care for oneself; to provide for oneself.
262. Bone up on – To study hard usually for a specific purpose.
263. Feel for – To have sympathy for somebody.
264. Follow through – To carry out something to completion.
265. Winkle out of – To get somebody or something out of a place slowly and with difficulty.
266. Level against – To bring a charge or an accusation against somebody.
267. Wind up – To stop running a business or company and close it completely.
268. Stoop to – To lower one's moral standards to do something.
269. Spruce up – To make oneself tidy and clean and smart.
270. Stern from – To have something as its origin or cause.
271. Film over – To become covered with a thin layer of something.
272. Miss out – To omit somebody or something.
273. Gallop ahead of – To make rapid progress.
274. Gallop through – To complete something rapidly.
275. Own up – To admit or confess that one is to blame for something.
276. Well in with (somebody) – Regarded by somebody as a close friend; accepted.
277. Driff off – To fall asleep.
278. Break short – To end something suddenly.
279. Jack in – To abandon something.
280. Whittle down – To reduce the size or number of something gradually.
281. Goad on – To urge and encourage somebody to do something.
282. Hang out – To live or spend a lot of time in a place.
283. Hanker after/for – To have a strong desire for something.

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284. Hinge on – To depend entirely on.
285. Hit back at – To reply forcefully; to attack or criticize.
286. Hit on/upon – To think of good idea suddenly by chance.
287. Home in on – To move directly towards.
288. Vouch for – To take responsibilities for or express confidence in a person; to guarantee that somebody has a good character.
289. Pivot on – To depend entirely on.
290. Tuck away – To store or hide something or oneself.
291. Tune in to – To adjust a radio or television so that it receives a particular programme.
292. Tumble down – To fall into ruin; to collapse.
293. Tumble to – To understand a situation or a hidden meaning.
294. Win back – To regain somebody or something one has lost.
295. Flay down – To signal to a moving vehicle to stop usually be waving one's arm.
296. Fold up – To bring something to an end; to fail.
297. Turf off – To force somebody or something to leave a place; to throw somebody or something out or away.
298. Parcel out – To divide something into parts or portions.
299. Palm (somebody) off with – To persuade somebody to accept something by lying to him.
300. Preside over – To be responsible for a situation or be in charge when it happens.
301. Spell out – To make something clear and easy to understand; to explain something simply.
302. Use up – To use all of something, so that no more is left.
303. Visit on/upon – To inflict punishment on somebody or something.
304. Inveigh against – To attack somebody or something violently in words.
305. Hush up – To prevent something from becoming generally known because of the embarrassment it might cause.

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TOPIC 11

INVARIABLE PLURAL NOUNS

The following collective nouns have the plural marker 's' and are always in the plural form i.e. These nouns cannot be used in the singular form.
e.g.

1. **Arms** - Weapons e.g. guns and explosives.
2. **Damages** - Compensation or reward given to a person as a result of the damage he has suffered.
3. **Properties** - The features or characteristics of an object e.g. The prosperities of enzymes.
4. **Archives** - Place for keeping public or government records.
5. **Binoculars** - Field glasses, used for making distant object appear nearer.
6. **Outskirts** - The parts of a town or city that are furthest from the centre.
7. **Regards** - Greetings; kind wishes.
8. **Riches** - Wealth; Money and Valuable Possessions.
9. **Looks** - A person's appearance or features.
10. **Guts** - Courage and determination to do something difficult.
11. **Lodgings** - A room or rooms (not in a hotel) rented for living in.
12. **Valuables** - Valuable things especially small personal possessions.
13. **Customs** - The taxes that must be paid to the government on goods imported.
14. **Odds** - The chances that something will or will not happen; strong opposition or great disadvantages.
15. **Thanks** - Expressions of gratitude.
16. **Annals** - Historical records.

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17. **Entrails** - The contents of the stomach
18. **Remains** - A dead body
19. **Funds** - Money
20. **Ashes** (burn to ashes)
21. **Contents (of a book)**
22. **Quarters**
23. **Glasses** (spectacles)
24. **Tights**
25. **Bowels**
26. **Fireworks**
27. **Savings**
28. **Wages**
29. **Troops**
30. **Arrears**
31. **Holidays**
32. **Spirits** - Mood
33. **Trousers (long pants)**
34. **Premises**
35. **Headquarters**
36. **Shorts**
37. **Scissors**
38. **Banns (of marriage)**
39. **Surroundings**
40. **Earnings**
41. **Goods**
42. **Auspices**
43. **Stairs**
44. **Tropics**
45. **Pyjamas**
46. **Knickers**
47. **Whereabouts**

Note, however, that 'whereabouts' can take both singular and plural verbs.
e.g.
His whereabouts is / are unknown ✓

Note: Since all these nouns appear only in plural forms, it follows that they can only be given plural verbs. ***e.g.***

(1) Where are my glasses? ✓
Where is my glasses? ***x***
However, to make it singular one can say: Where is my pair of glasses?

(2) He could not succeed in his trip to Abuja because the odds were ✓ / was ***x*** against him.

(3) The goods have spoilt ✓
The goods has spoilt. ***x***

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TOPIC 12

NOUNS THAT DO NOT ACCOMMODATE 'S' IN THE PLURAL FORM

The regular method of pluralizing nouns is by the addition of 's', 'es' or 'ies'. However, the plurals of the following nouns always remain unchanged i.e. they do not accommodate 's', 'es', or 'ies' in their plural forms.

1. **Advice** - The counsel or opinion that one gives to or receives from another person.
2. **Information** - Facts told, heard or discovered about somebody or something.
3. **Equipment** - The things needed for a particular purpose.
4. **Personnel** - The people employed in an organization; staff.
5. **Clothing** - The totality or collection of one's clothes.
6. **Damage** - All the destruction; harm or injury caused to a person or his property.

   Note: 'Damages' means the reward or compensation given to a person who has suffered some damage.
7. **Fruit** - A collection of bananas, oranges, mangoes etc.

   Note: 'Fruits' refers to 'reward' e.g. I will reap the fruits of my labour.
8. **Furniture** - Movable articles like tables, chairs or beds used in houses or offices to provide comfort.
9. **Audience** - A collection of people listening to a speaker or watching a performer.

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10. **Cutlery** - A collection of knives, forks and spoons.
11. **Traffic** - A collective name for all the objects that are moving through a place.
12. **Jewelry** - A collection of rings and necklaces.
13. **Stationery** - Office or writing materials.
14. **Machinery** - Machines as a group or in general.
15. **Beef** - The meat from bull, cow or an Ox.
16. **Pork** - The meat from a Pig.
17. **Bedding** - Mattresses and coverings for a bed such as pillowcases, bed sheets, blankets etc.
18. **Ammunition** - A supply of bullets shells, bombs etc. the information that one needs to use in order to win an argument.
19. **Load** - Everything that one carries directly especially when on foot.

Note: 'Load' can only take 's' (Loads) when it denotes 'plenty' ***e.g.*** Abacha had loads of friends.

20. **Baggage** (American English)/Luggage (British English) – The bags or boxes that one takes along when embarking on a journey.

Note: Here the bags or boxes are conveyed by the buses, cars etc.

21. **Staff** - Employees or workers.

Note: 'Staff' can only take 's' (Staffs) when it refers to a symbol or rod of authority e.g. The King gave out three staffs of authority to some Chiefs lately.

22. **Clergy** - The people who have been officially made Priests or Ministers.
23. **Fish** - One specie or type.

Note: 'Fishes' is used when there are different species or types of fish.

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24. **Riff – Raff** - The least respectable section of the society.
25. **Aircraft** - Any machine or structure that can fly in the air and carry goods or passengers.
26. **Electorate** - All the people who have the right to vote in an election.
27. **Correspondence** - The letters a person receives; the action or activity of writing letters.
28. **Citizenry** - The citizens of a town, country etc.
29. **Mail** - Letters, parcels etc. sent by post.
30. **Water (Not Waters)**

Note: 'Water' takes 's' (waters) only when it refers to 'river'.

31. **Fund** - A sum of money for a particular purpose ***e.g.*** A relief fund.

Note: 'Funds' means 'money' generally.

32. **Work (Not Works)**

Note: 'Work' takes 's' (works) only when one is referring to a collection of books written by a person ***e.g.*** The works of Shakespeare.

33. **Property** - One's belongings; everything one has.

Note: 'Properties' means the features or characteristics of an object.

34. **Cattle**
35. **Police**
36. **Crowd**
37. **Evidence**
38. **Sheep**
39. **Scenery**

Note: Generally that, these nouns may take the singular verb in one context and the plural verb in another depending on the notion one has in mind (refer to National Concord).

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TOPIC 13

CONCORD

The word 'Concord' means agreement or harmony. It is the agreement which exists between the subject of a sentence (noun or pronoun) and the verb. The rule is that a singular subject (noun or pronoun) should be followed by a singular verb while plural subject (noun or pronoun) should be followed by a plural verb i.e. S.N(P) + S.V while P.N (P) + P.V.

It is important to state here that most nouns form their plurals by adding 's', 'es' or 'ies' to them. The reverse is the case with verbs. When a verb has 's', 'es', or 'ies' in front of it, that verb is singular. This point is illustrated below:

NOUN		VERB	
SINGUALR	**PLURAL**	**SINGULAR**	**PLURAL**
Girl	girl<u>s</u>	walk<u>s</u>	walk
Box	box<u>es</u>	catch<u>es</u>	catch
Country	countr<u>ies</u>	cr<u>ies</u>	cry

EXAMPLES

i. The girl (S.N) walks (S.V) / ~~walk~~ (P.V) faster than her mother.

ii. The girls (P.N) walk (P.V.) / ~~walks~~ (S.V) faster than their mother.

iii. She (S.P) cries (S.V.) / ~~cry~~ (P.V) every morning.

iv. They (P.P) cry (P.V) / ~~cries~~ (S.V) every morning

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v. Esther (S.N) treks (S.V.) / ~~trek~~ (P.V) to her place of work every day.

vi. Esther and Ezekiel (P.N) trek (P.V) / ~~treks~~ (S.V) to work every day.

Note: *Two singular personal pronouns (You and I) are exceptions to the rule that singular subject takes singular verb i.e. when 'you' and 'I' are used, they take the plural verb.* ***e.g.***

i. I ~~treks~~ (S.V) / trek (P.V) to school everyday.

ii. I ~~goes~~ (S.V) / go (P.V) there when I feel like.

iii. You ~~cries~~ (S.V) / cry (P.V) like a baby.

iv. You ~~likes~~ (S.V) / like (P.V) making a noise.

TYPES OF CONCORD

(1) PROXIMITY CONCORD

The word 'proximity' simply means 'nearness.' When two subjects are linked or correlated by neither – nor/either – or, the verb to be used will be determined by the subject nearest to the verb i.e. the subject that comes after 'nor' or the subject after 'or' e.g.

i. *Either Ekaete or you* are (P.V) / ~~is~~ (S.V) *to go.* [UME '95 Q. 69]

Note: *The subject nearer to the verb is 'you' hence it took the verb 'are'.*

ii. *In my opinion neither the players nor* the coach (S.N) deserves (S.V) / ~~deserve~~ (P.V) *praise for the result of the match.*

Note: *The subject nearer to the verb is 'the coach' (a singular noun).*

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iii. Neither Audu nor John likes / ~~like~~ mathematics [WASSCE Nov. 2001 Q. 60]
S.N S.V P.V

iv. Either Emeh or the girls are / ~~is~~ wrong.
P.V S.V

Note: After supplying the verb, always detach the sentence and read it from nor / or to your right. ***e.g.***

i. Either Ekaete or you are / ~~is~~ to go. When detached from 'or', the sentence will read: P.V S.V

i. You are to go. (right)
ii. You is to go. (wrong)

ii. Either you or I ~~is~~ / am going to do it. When detached:
S.V S.V

i. I is going to do it. (wrong)
ii. I am going to do it (right)

Note: also that only a subject (not an object), can be used after nor / or ***e.g.***

1. Either Gloria or ~~she~~ / ~~her~~ is wanted.
S O

This means:

i. She is wanted ✓

ii. Her is wanted ***x***

2. Neither Felix nor they / ~~them~~ like it.
S O

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(2) CONCORD OF PERCENTAGES AND FRACTIONS

When a percentage or fraction is used as a subject of a sentence and it is immediately followed by 'of', it is the noun or pronoun that comes after the percentage or fraction that controls the verb. If the noun or pronoun is singular; a singular verb follows but if the noun or pronoun is plural, the plural verb follows. ***e.g.***

i. There – quarters (of) the church building (S.N) was (S.V) / ~~were~~ (P.V) painted by the members the previous day. [UME '98 Q. 83]

ii. Three-quarters (of) the physics class (S.N) is (S.V) / ~~are~~ (P.V) improving dramatically [UME '92 Q. 65]

iii. Sixty-percent (of) the pupils (P.N) ~~likes~~ (S.V) / like (P.V) toys

iv. Three quarters of the hostel (S.N) has (S.V) been painted and three quarters of the students (P.N) have (P.V) moved in. [UME 2001 Q.36] (see also UME 2003 Q 33 T.9)

(3) CONCORD OF 'MANY –A/AN'

When 'many a' or 'many an' is used in a sentence, a singular noun should immediately follow and the verb to be given to it should also be singular (many a/an + singular noun + singular verb) ***e.g.***

i. Many a candidate (S.N) fails (S.V) / ~~fail~~ (P.V) to realize the difference between written and spoken English [UME '87 Q. 66]

ii. Many a man (S.N) has (S.V) / ~~have~~ (P.V) done without milk in his tea these days. [UME '89 Q. 83]

iii. Many an egg (S.N) / ~~eggs~~ (P.N) has (S.V) / ~~have~~ (P.V) been eaten in this house today.

iv. It is no longer news that many a preacher (S.N) / ~~preachers~~ (P.N) these days ~~talk~~ (P.V) / talks (S.V) too much.

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(4) CONCORD OF SUBORDINATED SUBJECTS

When the conjunction 'and' (a coordinator) is used to link two subjects, the subjects before and after 'and' will be relevant and will all control the verb. On the other hand, when any other conjunction apart from 'and' (subordinator) is used to link two subjects, the subject that comes after the subordinator is irrelevant and it does not take part in controlling the verb. Examples of subordinators are with, as well as, along with, in collaboration with, no less than, together with, besides, like etc.

i. Sa'adatu as well as the maids likes plantain chips [UME '94 Q. 59]
ii. The director, no less than his workers is to blame. [UME '95 Q. 80]

Note: 'his workers' is irrelevant because it comes after a subordinator' 'no less than'.

iii. The traditional ruler along with his wives was ushered into the hall. [G.C.E 2001 Q. 53].

Note: 'his wives' is irrelevant.

iv. The man and his wives have gone abroad since last week [NECO 2001 Q. 48].

Note: 'his wives' is relevant.

Note: When a co-ordinator (and) and a subordinator (any other conjunction apart from 'and') are used in a sentence, it is the first conjunction that determines the verb it will take. If 'and' comes before the subordinator, all the subjects will control the verb but if a subordinator comes before 'and' whatever comes after the subordinator will be irrelevant. ***e.g.***

i. Mr. Okoro and his wife with their children have travelled to Jos. (right)
ii Mr. Okoro with his wife and children has travelled to Jos. (right).

(5) DOUBLE – TITLE – SUBJECT CONCORD

This can be said to be an exception to the rule in concord of subordinated subjects with particular reference to the use of 'and' (a coordinator) in joining two subjects. When 'and' is used to join two subjects, a singular verb will be used if the two subjects refer to the same person or thing. In other words the person or thing has

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a double title ***e.g.***

i. The Emir and Conqueror of the enemy territories arrives next week. [UME '97 Q.74].
Here the 'Emir' is the same person as the 'Conqueror'.

ii. Our principal and Chairman of the occasion has just arrived [UME '92 Q. 86].

iii. The founder and pastor of my church is hard-working.

Note: When a definite article (the) precedes the second subject, separate people are involved and a plural verb will be supplied ***e.g.***
The founder and the pastor of my church are hardworking.
Here, the founder is not the same person as the 'pastor'.

(6) CONCORD OF 'NUMBER'

When 'number' is used as a subject of a sentence and is followed by 'of', it takes the plural verb when preceded by an indefinite article (a) and a singular verb when preceded by a definite article (the).

Note: When 'a' comes before 'number' it means several or many but when 'the' precedes \number' it refers to a specific number and it is seen as a unit. ***e.g.***

i. A number of students have missed the opportunity to re-register. [UME '92 Q. 66]
Here 'number' is preceded by 'a' hence a plural verb (have) is used.

ii. The number of candidates in Lagos is forty thousand.
Here 'number' is preceded by 'the' hence a singular verb (is) is used.

(7) RELATIVE CONCORD

When a relative pronoun like 'who', 'which', 'that' or 'whose' comes immediately after a noun or pronoun, the first verb will be controlled by the noun or pronoun which the relative pronoun is referring to while the second verb (if any) will be controlled by the 'number' at the beginning of the sentence.

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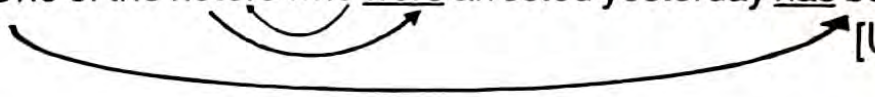
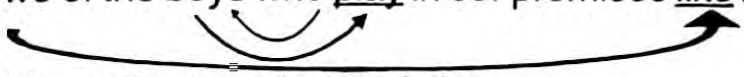
i. One of the rioters who were arrested yesterday has been released. [UME '89 Q. 95]



This sentence can be detached as follows:

i. The rioters were arrested yesterday.
ii. One of the rioters has been released.

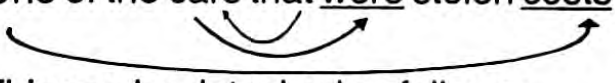
ii. Two of the boys who play in our premises like me.



This can be detached as follows:

i. The boys play in our premises.
ii. Two of the boys like me.

iii. One of the cars that were stolen costs ₦7 million.



This can be detached as follows:

i. The cars were stolen.
ii. One of the cars costs N7 million.

(8) CONCORD OF TIME, DISTANCE, MONEY AND MEASUREMENT

When a plural noun is used as a subject of a sentence, it will take the singular verb if it refers to time, distance, money or measurement. Plural nouns relating to time include: seconds, minutes, hours, days, weeks, months, years, decades, centuries etc. Plural nouns relating to distance include: metres, kilometers, miles etc. Plural nouns relating to money are: dollars, shillings, pounds etc. while that of measurement include grammes, kilogrammes, yards, litres etc. ***e.g.***

i. Twenty million dollars has been spent on the first phase of the project.
ii. Only forty kilometers of the journey is left. We shall get there before the reception begins.
iii. Ten yards of Aso Oke is all I need from my husband.
iv. Twenty minutes was spent on registration of participants while two hours was used for the meeting proper.
v. Four weeks is/~~are~~ enough for the police to conclude their investigation. [UME 2003 Q. 38 T.9]

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(9) CONCORD OF 'COLLECTIVES'

When any of the collectives is used as a subject of a sentence and it is followed by 'of', it goes with a plural noun and a singular verb. Examples of collectives are: A bevy of ladies; A bunch of keys; A constellation or cluster of stars; A gang of robbers; A troupe of dancers; A swarm of bees etc. ***e.g.***

i. A bevy of ladies was invited to entertain the guests.
ii. A gang of robbers comes here regularly to rob.
iii. A troupe of dancers is enough for the occasion.
iv. A bunch of keys was picked up by one of the passers – by.

(10) CONCORD OF 'MORE-THAN'

When 'more-than' is used in a sentence, the verb to be supplied is determined by the noun or number that comes after it. When a singular number comes after 'more-than', a singular verb follows but when a plural number comes after it, a plural verb follows. ***e.g.***

i. More than [two boys] [sell] books here.
plural number **plural verb**

ii. More than [one boy] [sells] books here.
S.N **S.V**

iii. More than [three children] [play] the game.
P.N **P.V**

(11) CATEGORISATION CONCORD

This is the subject – verb agreement which operates on collective names. A collective name is one given to people who share the same fortune or misfortune. When a collective name is used to denote a category, it accommodates the plural verb. Examples of collective names are. The rich; the poor; the disabled; the handicapped; the privileged; the gifted; the old; the young, the blind etc. (The definite article (the) + an adjective = A collective Name).

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Each of these collective names refers to 'many people' that fall within a category. Accordingly, 'the privileged' means 'the privileged people'. The gifted means 'the gifted people' and so on. ***e.g.***

i. The blind need (P.V) / ~~needs~~ (S.V) our help.

ii. The rich also cry (P.V) / ~~cries~~ (S.V).

iii. The poor in Mafoluku ~~is~~ (S.V) / are (P.V) numerous

iv. The privileged talk (P.V) / ~~talks~~ (S.V) carelessly

(12) NOTIONAL CONCORD

This is the subject – verb agreement which operates on collective nouns (not collective names). A collective noun is a word that represents many units that make up that single word. Unlike collective names, a collective noun may take a singular verb in one context and a plural verb in another context depending on the notion one has in one's mind.

When a collective noun is seen as an entity, it takes the singular verb but when a collective noun is seen from the angle of the individual items that constitute the entity, it takes the plural verb. Similarly, a collective noun takes a singular verb when it is not performing any action and a plural verb when it is performing an action. Examples of collective nouns are: Club, audience, congregation, crowd, police, committee etc.

i. The police ~~is~~ / are celebrating the arrest of Lawrence Anini, the notorious armed robber. (The action here is 'celebrating').

ii. The police wants / ~~want~~ new uniform to replace the old-fashioned one (The police as an entity or a unit).

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iii. My club ~~meets~~ / meet twice in a month [PCE '90 Q. 41] The action here is meet.

iv. The crowd is / ~~are~~ large (no action is performed by the collective noun 'crowd').

v. The crowd ~~is~~ / are clapping their hands. (The action here is 'clapping').

(13) CONCORD OF INDEFINITE PRONOUNS

When a pronoun that has '-one', '-body' or '-thing' ending is used in a sentence, it takes the singular verb and the fact that it gives an impression of a collective action does not change this rule. Examples of such pronouns are; everyone, someone, anyone, no one, nobody, everybody, somebody, anybody, anything, nothing, everything, and something ***e.g.***

i. Everybody wants / ~~want~~ to be rich by hook or by crook.
ii. Everyone knows / ~~know~~ that uneasy lies the head that wears a crown.
iii. Everything she asked for has / ~~have~~ been bought.
iv. Nobody has / ~~have~~ come to sympathize with him.
v. Nothing succeeds / ~~succeed~~ like success.

(14) PARENTHESIS IN CONCORD

A parenthesis is a word, phrase or statement inserted as an extra explanation or idea into a sentence or passage which would be complete without it.

In writing a parenthetic statement, it is usually separated from the rest by brackets, dashes, or commas. A parenthetic statement is usually not taken into consideration for the purpose of determining the verb to be supplied. What controls the verb is the statement that comes before the parenthetic statement. ***e.g.***

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i. The employer, not the salesman and his representative is / ~~are~~ responsible for the loss [UME '78 Q. 72]. Here, 'not the salesman and his representatives' is a parenthetic statement and therefore irrelevant.

ii. We hold that the nation, both in its public and private sectors deserves / ~~deserve~~ the best consultancy service and advice in all its endeavours [UME '83 Q. 45]. Here, only 'the nation' is controlling the verb, everything after it is an additional statement to it.

iii. The president, not the Minister of Finance and the State Governors is / ~~are~~ to blame for our economic woes.

iv. Eke Temple Chukwu – the proprietor and Mathematics teacher of 'D' solid instructors rewards / ~~reward~~ hardwork.

(15) **'ALL' CONCORD**

When 'all' is used, it can take a singular verb in one context and a plural verb in another depending on what 'all' is referring to. When 'all' means 'everything' or refers to an adjective or quality of a thing, it takes the singular verb but when 'all' refers to 'a collection of people or actions' it takes the plural verb. ***e.g.***

i. All ~~has~~ / have agreed that the date should be changed. [PCE '92 Q. 34]. Here, 'all' refers to a collection or totality of people.

ii. All is / ~~are~~ not well with Peter [UME '87 Q. 70]. Here, 'all' means 'everything'.

iii. All that glitters is / ~~are~~ not gold. (Here, 'all' means everything).

iv. All has / ~~have~~ been put in place for the tournament. (Here, 'all' means everything).

v. All ~~wants~~ / want to be rich at all costs. (Here, 'all' refers to people).

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(16) 'ONE OF' CONCORD

When 'one of' is used in a sentence, it should be followed by a plural noun or pronoun and a singular verb (One of + PN + SV) ***e.g.***

i. One of the ~~school~~/schools of thought ~~suggest~~/suggests selective marking of errors. [UME '92 Q. 88]
ii. One of the newly – employed workers has/~~have~~ been sacked [GCE '98 Q. 66]
iii. One of the pupils was / ~~were~~ able to answer the question correctly [SSCE '92 Q. 62].

(17) CONCORD OF 'A – PAIR – OF'

'A pair of' should always be followed by a plural noun and a singular verb. (A pair of + PN + SV). ***e.g.***

i. A pair of trousers is / ~~are~~ all I want from my father.
ii. A pair of shoes was / ~~were~~ stolen by the gatekeeper.
iii. A pair of glasses is / ~~are~~ on the table.

(18) MANDATIVE SUBJUNCTIVE CONCORD

This can also be said to be an exception to the grammatical concord rule that a singular subject takes a singular verb. When 'demand', 'wish', 'resolution' 'prayer', 'suggestion' or 'recommendation' appears in any sentence, a plural verb will be supplied even when the subject of the sentence is singular. The formula for this rule is PWDSR².

Note: If the word used in the sentence does not fall among the aforementioned but carries or suggests the meaning of any of the six mentioned words above, the same rule will apply i.e. the plural verb will be supplied ***e.g.***

i. We demand she leave / ~~leaves~~ our brother's house.
ii. I pray God deliver / ~~delivers~~ him from the hands of the wicked.
iii. The proprietor suggests Efe ~~stops~~/stop teaching in this tutorial college.
iv. The student recommended he ~~removes~~/remove the damaged vehicles.

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(19) CONCORD OF 'EACH' / 'EVERY'

When a singular number follows 'every' a singular verb is used but when a plural number follows it, a plural verb is used. A singular number and a singular verb usually come after 'each'.

Note: However that a plural number cannot be used after each or every, except when 'of' is used. ***e.g.***

i. Every boys... (wrong)
   Every one of the boys (right)
ii. Each boys... (wrong)
   Each of the boys... (right)
iii. Every woman wants/~~want~~ a very rich man as husband.
iv. Every teacher likes / ~~like~~ being commended for hard-work.
v. Each chair costs / ~~cost~~ a thousand naira.

Note: When 'every' or 'each' is used in a sentence, and a coordinator (and) is employed to link two or more subjects, the singular verb will be supplied. ***e.g.***

i. Every man, woman and child in our house prays / ~~pray~~ every morning.
ii. Each chair and table costs / ~~cost~~ a thousand naira.

Note: 'Each of' goes with a plural number and a singular verb. ***e.g.***

i. Each of the contestants has/~~have~~ a chance to win [UME '84 Q. 98]

(20) SINGULAR NOUNS THAT APPEAR AS IF THEY WERE PLURALS.

Some singular nouns appear as if they were plurals because they have 's' after them or because they are linked by a coordinator (and). These nouns are found in four major areas:

a. Titles of books / magazines
b. Diseases
c. Games
d. School courses / subjects

These will be discussed in turn:

(a) **Titles of books / Magazines:** Examples are: Romeo and Juliet; Crime and punishment; Wives and Mothers; A Tale of Two Cities.

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All these take the singular verb.

i. A Tale of Two Cities is the novel we are studying for the examination [UME '87 Q. 79].
ii. Romeo and Juliet is an interesting play.
iii. Wives and Mothers has been chosen as the best Nigerian play for the year.

(b) **Diseases:** The following diseases take the singular verb: AIDS, Measles, Mumps, Shingles, Tuberculosis etc. ***e.g.***
i. AIDS has killed many young people.
ii. Measles makes one uncomfortable.
iii. Tuberculosis is a dreaded disease.

(c) **Games:** The following also take the singular verb: Snakes and Ladders, Chess, Table Tennis, Bowls, Darts, Billiards, etc. ***e.g.***
i. Snakes and ladders is not a common game.
ii. Chess keeps one busy all day.

(d) **School Courses / Subjects:** The following also take the singular verb: Linguistics, Civics, Statistics, Literary Studies, Economics, Physics, Mathematics etc. ***e.g.***
i. Statistics has many formulae.
ii. Economics exposes one to the various economic concepts.
iii. Civics is an interesting course.

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TOPIC 14

ACTIVE AND PASSIVE VOICE

A sentence is said to be in the active voice (AV) when the subject of the sentence comes first, followed by the verb and the object (Subject + Verb + Object) ***e.g.***

Efe	slapped	the girl (AV)
Subject	**Verb**	**Object**

Here, the performer of the action (Efe) is the subject; the action that is performed (slapped) is the verb; the recipient of the action (the girl) is the object.

A sentence is said to be in the passive Voice when the object of the sentence comes first (occupies the subject position) followed by the verb and the subject (Object + Verb + Subject).

e.g.

The girl	was slapped	by Efe (PV)
object	**Verb**	**subject**

Here, emphasis is shifted from the performer of the action (Efe) to the action that is performed and the recipient of the action

The following rules should be observed when changing the active voice into the passive voice:

(i) The tense of the verb should be maintained.

(ii) If the subject is plural the verb should equally be plural. In the same vein, a singular subject should have a singular verb.

Note: When the object of a sentence is plural, the verb 'have' is introduced when changing the sentence from active into passive voice.

(iii) When the subject of the sentence is a pronoun, the object form of that pronoun should be used when changing the sentence from active into passive voice.

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(iv) If the verb 'do' is in the negative form 'don't' or 'do not', in the active voice, it changes into 'is not' in the passive voice.

(v) Do not use a pronoun in place of a name when changing from the active voice into the passive voice i.e. always maintain the name used in the active voice.

Example

SIMPLE – PRESENT TENSE

i. I do the job (AV)
The job is done by me (PV)

ii. Queen does the job (AV)
The job is done by Queen (PV)

iii. They do the job (AV)
The job is done by them (PV)

PRESENT – CONTINUOUS TENSE

i. I am doing the job (AV)
The job is being done by me (PV)

ii. Queen is doing the job (AV)
The job is being done by Queen (PV)

iii. They are doing the job (AV)
The job is being done by them (PV)

PAST TENSE

i. I did the job (AV)
The job was done by me (PV)

ii. Queen did the job (AV)
The job was done by Queen (PV)

iii. They did the job (AV)
The job was done by them (PV)

PAST – CONTINUOUS TENSE

i. I was doing the job (AV)
The job was being done by me (PV)

ii. Queen was doing the job (AV)
The job was being done by Queen (PV)

iii. They were doing the job (AV)
The job was being done by them (PV)

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PAST – PERFECT TENSE

i. I had done the job (AV)
The job had been done by me (PV)
ii. Queen had done the job (AV)
The job had been done by Queen (PV)
iii. They had done the job (AV)
The job had been done by them (PV)

FUTURE – PERFECT TENSE (REAL)

i. I will have done the job (AV)
The job will have been done by me (PV)
ii. Queen will have done the job (AV)
The job will have been done by Queen (PV)
iii. They will have done the job (AV)
The job will have been done by them (AV)

FUTURE – PERFECT TENSE (UNREAL)

i. I would have done the job (AV)
The job would have been done by me (AV)
ii. Queen would have done the job (AV)
The job would have been done by Queen (PV)
iii. They would have done the job (AV)
The job would have been done by them (PV)

PRESENT – PERFECT TENSE

i. I have done the job (AV)
The job has been done by me (PV)
ii. Queen has done the job (AV)
The job has been done by Queen (PV)
iii. They have done the job.
The job has been done by them (PV)

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TOPIC 15

PREPOSITIONS

A preposition is a word or group of words used to show relationship between nouns or pronouns and other words. It is commonly used to describe position, direction, time, place, method etc.

Propositions are in millions. Therefore, only those prepositions that are common in most examinations will be treated here. The prepositions that are confusing will be explained and sometimes with examples while those that pose no problem of understanding will be given without explanations or examples.

1. Ask of - Request information about someone.
2. Ask after - Request information about someone's health or news about him.
3. Ask in - To invite a person to a place e.g. one's party or house.
4. Ask for (trouble) - To act in a way that is likely to result in trouble for oneself.
5. Abide by - To obey a rule or regulation.
6. Abide with - To remain and stay in a place or with someone.
7. Angry with - A person.
8. Angry at - A thing or what someone says.
9. At the end - At the farthest or extreme point.
10. In the end - Finally or at last.
11. Knock on - The window (not at the window)
12. Knock at - The door (not on the door)
13. Money on - Money that is directly in the pocket of one's clothes.
14. Money with - Money that one has in purse, wallet, bag etc.
15. Deal in - To sell something (goods or stock)
16. Deal with - To punish someone; to manage to attend to something e.g. a problem; to do business with somebody.
17. In bed - The person is sleeping or sick or ill.
18. On bed - The person is relaxing or sitting.

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19. At hand - Close; forthcoming; near e.g. Repent for the kingdom of God is at hand.
20. Apologise for - A wrong or an offence
21. In hand - Available and reserved for future use ***e.g.*** We can't float a company now because the cash in hand is not enough for it.
22. Made of - The material used in making the product is visible after making that product. ***e.g.*** This chair is made of wood.
23. Made from - The material used in making the product is no longer visible after making it e.g. The Cross soap I use for my clothes is made from palm oil.
24. Result in - To cause something; To have something as a result e.g. our efforts resulted in success.
25. Die of - Illness, disease, difficult condition.
26. Die for - What one believes in; a just cause.
27. In good time - At a suitable or advantageous time.
28. Wait on - To stay near someone with the aim of providing what he needs.
29. Wait for - To be patient for someone to complete what he is doing.
30. Popular with - To be loved by people.
31. Delivered from - To rescue somebody from something.
32. Delivered to - To take something to the places or people they are addressed to.
33. Good at (something) - To do something well, competent, to show expertise in something.
34. Live at - A place that is not well known.
35. Live in - A place that is well known.
36. Charge with - To bring a charge against somebody; To accuse. ***e.g.*** He was charged with murder.
37. Charge to - To take a matter to a court of law e.g. The aggrieved still charged the case to court after promising that he will not.

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38. Travel by air, by road; by foot; by bus; by sea; by plane; by ship.
39. Meet on the plane; on the bus; on the train; on the boat.
40. Put in appearance (Not put up an appearance).
41. Intrude into - To force into a party; meeting or any place.
42. Intrude on - To force oneself on another person or his privacy
43. Agree to - To give one's approval or consent to a suggestion or something e.g. The Director has agreed to increase the salary of his driver.
44. Speak to - The person pays attention but not participating in the talk.
45. Speak with - The person is participating in the conversation.
46. On time - At the exact time.
47. In time - Before the time.
48. Condole with - Somebody
49. Condole on - Something.
50. Delivered of - A baby
51. Live on - Food or money
52. Feed on - Food or money
53. Quarrel with - Somebody
54. Quarrel about - Something
55. Apologise to - A person
56. Dissatisfied with - Somebody
57. Dissatisfied at - Something
58. Drink with - People
59. Drink from - Bottle, cups etc.
60. Agree with (somebody) - To accept something or conform to something e.g. The employees did not agree with most of the things their Manager said.
61. Speak on/about (something) - To make a speech to an audience.
62. Agree on (Something) - To share somebody's opinion on an issue ***e.g.*** We are yet to agree on the issue of rotational presidency.
63. Arraign before (a tribunal)

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64. In the rain
65. In the sun
66. In the shade
67. Sympathetic to
68. Struck with cold
69. Sympathy for
70. Abstain from
71. Digress from
72. Consist of
73. Laugh at
74. Benefit by or from
75. Bereft of
76. Long for
77. Connive at
78. Account for
79. Swear to (an oath)
80. Relieve from
81. Starved into (surrender)
82. Compensated for
83. Marvel at
84. Deviated from
85. Enlisted in
86. Succeed in
87. Insist on
88. Meddle with
89. Guilty of
90. Indifferent to
91. Condemned to (death)
92. Embarked upon
93. In the street (on the street is American English)
94. In glasses
95. Sympathize with
96. Down with fever
97. Congratulate on (not for)
98. Amenable to
99. Banish from
100. Bark at
101. Refrain from
102. Adhere to
103. Derive benefit from
104. Endow with
105. Dispense with
106. Access to
107. Accustom to
108. Entrust with
109. Starved to (death)
110. Starved for (disobedience)
111. Contrary to
112. Embarked upon
113. Surprised at
114. Point at
115. Interested in
116. Comply with
117. Blind to
118. Victim of
119. Full of
120. Robbed of
121. Indignant at

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122. Protect against
123. Confident of
124. Superior to
25. Slow at
26. Coat with
127. Seclude from
128. Inquire into (a matter)
129. Answer/Answerable to
130. Resort to
131. Equip with
132. Concentrate on
133. Alive with
134. Comply with
135. Lacking in
136. Aim at
137. Remind of
138. Cure of
139. Indignant at
140. Conform to
141. Jeered at
142. Confide in
43. Believe in
44. Prior to
145. Flair for
146. On radio
147. Kick against
148. Have confidence in
149. Junior to
150. Glad at
151. Infringe on
152. Inquire of (a person)
153. Atone for
154. Abreast of
155. Nag at
156. Dispose of
157. Flee from
158. Lean on/upon
159. Conferred on
160. Tied to
161. Shiver with
162. Reply to
163. Cheered up
164. Shoot at
165. Adapt to
166. Concentrate on
167. Specialise in
168. Inferior to
169. Prefer to
170. Prone to
171. On the board

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TOPIC 16

PLURAL COMPOUNDS

A compound word is one that is formed by a combination of two or more words. Sometimes, a hyphen is used to link all the words constituting it.

Some compound words form their plurals by pluralizing the first word; some others form their plurals by pluralizing the last word while the third category takes plurals in both the first and last words.

These shall be treated in turn:

A. The following compound words form their plurals by pluralizing the first word:

SINGULAR	PLURAL
Passer-by	Passers-by
Director-General	Directors-General
Governor-General	Governors-General
Notary public	Notaries Public
Parent-in-law	Parents-in-law
Commander-in-Chief	Commanders-in-Chief
Head of State	Heads of State
Editor-in-Chief	Editors-in-Chief
Court-Martial	Courts-Martial
Mother-in-law	Mothers-in-law
Brother-in-law	Brothers-in-law
Sister-in-law	Sisters-in-law
Father-in-law	Fathers-in-law
Chief-of-Staff	Chiefs-of-Staff
Auditor-General	Auditors-General

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Justice-of-the-peace	Justices-of-the-peace
Attorney-General	Attorneys-General
Man-of-war	Men-of-war
Secretary-General	Secretaries-General
Grant-in-aid	Grants-in-aid
Accountant-General	Accounts-General
Tissue paper	Tissue paper (it does not change)

B. The following compound words form their plurals by pluralizing the last word.

SINGULAR	PLURAL
Major General	Major Generals
Lieutenant-Colonel	Lieutenant-Colonels
Grown-up	Grown-ups
Spoonful	Spoonfuls or Spoonsful
Fountain pen	Fountain pens
Post office	Post offices
Face-clothe	Face-clothes
Breakdown	Breakdowns
Boyfriend	Boyfriends
Assistant Director	Assistant Directors
Dining-Hall	Dining-Halls
Deaf-mute	Deaf-mutes
Factory-worker	Factory-workers
By-stander	By-standers
On-looker	On-lookers
Bye-law	Bye-laws
In-comer	In-comers
Boy-Scout	Boy-Scouts

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On-going	On-goings or goings-on
Out-goer	Out-goers
Bread-crumb	Bread-crumbs
Gin-and-tonic	Gin-and-tonics
Financial Secretary	Financial Secretaries
Boy Brigade	Boy Brigades
Play Boy	Play Boys
Take-off	Take-offs
Girlfriend	Girlfriends
Call Girl	Call Girls
Bye-Election	Bye-Elections
Bookcase	Bookcases
Workman	Workmen
Classroom	Classrooms
Male Student	Male Students
Lady Driver	Lady Drivers

C. In the following compounds, the plural is in both first and second words:

SINGULAR	PLURAL
Man Student	Men Students
Man Friend	Men Friends
Woman Doctor	Women Doctors
Gentleman Farmer	Gentlemen Farmers
Woman Pilot	Women Pilots
Woman Driver	Women Drivers

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TOPIC 17

PRONOUNS

A pronoun is a word that can stand in place of a noun. When a noun is repreatedly used in a sentence, the sentence will sound clumsy. This underscores the need to introduce other words to replace the nouns thus enhancing a smooth flow of the sentence. Any word used in place of the noun is a pronoun ***e.g.***

'Gina broke Gina's glass cup when Gina was washing Gina's used plates and cups'. In the sentence above the noun 'Gina' was repeatedly used thus making it clumsy. We can inject pronouns into the sentence to make it flow smoothly. The sentence will now read; 'Gina broke her glass cup when she was washing her used plates and cups. All the words underlined are pronouns.

TYPES OF PRONOUNS

1. PERSONAL PRONOUNS

These are pronouns that actually represent specific persons or things. These pronouns stand for the three persons. The person speaking (1st person); the person spoken to (2nd person) and the person or thing spoken about (3rd person) ***e.g.***

Person	Subject	Object
1st Person	I, We	Me, Us
2nd Person	You	You
3rd Person	He, She, It, They	Him, Her, It, Them

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The pronouns tagged 'subject' always occupy the subject position in a sentence while the ones tagged 'object' can only be used in the object position in a sentence ***e.g.***

i. We (s) shall travel tomorrow ✓

ii. Us (o) shall travel tomorrow. *x*

iii. The car belongs to me. (o) ✓

iv. The car belongs to I (s) *x*

Note: All the singular subjects take singular verbs while the plural subjects take plural verbs. However, 'you' and 'I' accommodate plural verbs. (See Concord).

2. INDEFINITE PRONOUNS

These are pronouns that do not refer to specific (particular) persons or things but rather they refer to person, places or things in general. These pronouns include words that end in '-body' (everybody, somebody, nobody; words that end in '-one' (anyone, no one, someone, everyone) and words that end in '-thing' (anything, something, everything, nothing). Others are any, all, few, none, nowhere, some, many etc.

Note: The indefinite pronouns that have '-body', '-one' and '-thing' ending are usually treated as singular items and as such they take only singular verbs. ***e.g.***

i. No one knows where Moses was buried.

ii. Nobody is perfect.

iii. Everything has been hidden.

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Some indefinite pronouns are treated as plurals and therefore take plural verbs, examples are many, few, some etc. ***e.g.***

i. Many have registered for the examination.
ii. Some are innocent of the charges levelled against them.
iii. Few have been discharged and acquitted.

Note: 'Some' as an indefinite pronoun takes a singular verb if it refers to a non-count noun e.g. some has been eaten. 'Some' as an indefinite pronoun takes a plural verb if it refers to a plural count noun e.g. some have done it. (same happens to all).

3. RELATIVE PRONOUNS

These are pronouns that refer to their antecedents (preceding subjects or nouns). Relative pronouns are used to join clauses in sentences and usually introduce relative clause ***e.g.*** that, which, who, whose, whom, whomever, whosoever and whomever.

Note:

A 'Whose' and 'that' are used for both persons and things. ***e.g.***
   i. This is the man that we invited. ✓
   ii. This is the pen that we bought. ✓
   iii. This is the woman whose husband was killed. ✓
   iv. This is the bus whose windscreen was stolen. ✓ Or
   This is the bus the windscreen of which was stolen. ✓

B. We use 'which' for things only. However, 'which' can be used for persons when used as an interrogative pronoun (used in asking question). ***e.g.***
   i. This is the envelope which your father bought. ✓
   ii. Which of them is your mother? ✓ (Interrogative Pronoun)

C. 'Who' is also used for persons only.
   i. We saw the man who alone knew how to cure lunatics. ✓

D. 'Whosoever' and 'whoever' are used for persons in the subject position.

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i. Whoever says that is a liar. ✓
ii. Whosoever is born of God does not lie. ✓

E. Whomsoever, whomever and whom are used for persons in the object position.
i. This is the woman whom he divorced. ✓
(He divorced her) (object)
ii. She is free to employ whomsoever she chooses. ✓

4. POSSESSIVE PRONOUNS

These are pronouns used to indicate (show) possession or ownership. Examples of possessive pronouns are his, hers, its, yours, theirs, ours, and mine. ***e.g.***

i. This book is mine; what about yours? ✓
ii. The dog could not walk because its legs were tied. ✓
iii. The house is neither theirs nor hers. ✓
iv. The food is his; ours will soon be ready. ✓

Note: possessive pronouns do not take apostrophe i.e. Do not write it's, your's, our's, his', or their's as possessive ***e.g.***

i. It's legs were tied ***x*** (It is leg were tied).
ii. The book is your's ***x*** (The book is your is)
iii. It is neither his' nor hers' ***x***
iv. The money is their's; what about our's. ***x***

5. DEMONSTRATIVE PRONOUNS

These are pronouns used to locate or point at persons or things. They include this, these, that and those. While this and these are used for close or near references, that and those are used for distant references. 'These' is the plural form of 'this' while 'those' is the plural of 'that'. When 'This or That' is used as a subject of a sentence, it should be followed by a singular noun and the verb of the sentence will be singular. On the other hand, when 'These' or 'Those' occupies the subject position in a sentence, a plural noun and a plural verb come after it. ***e.g.***

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i. This is my new house ✓ That is the old one ✓
ii. These are my textbooks ✓ Those are my brother's ✓

6. REFLEXIVE PRONOUNS

These pronouns are similar to the emphatic pronouns in that both have the same forms or use similar markers. Reflexive pronouns are pronouns that show that a given subject (pronoun) exercises the action of the verb on himself or itself. These pronouns are used when there is no exchange of actions and as object of the verb in a sentence. ***e.g.***

i. They love themselves (i.e. the two people have love for oneself)
ii. He praised himself for his success.
iii. She was talking to herself.
iv. I blamed myself for entering into the agreement.

7. EMPHATIC PRONOUNS

As stated earlier, emphatic pronouns are similar to reflexive pronouns in that they use similar markers. The emphatic pronouns are used to emphasize the doer of the action (subject) in a sentence. The difference between emphatic pronouns and reflexive pronouns is that while the latter is indispensable in a sentence; the former is dispensable i.e. if it is removed from a sentence, such removal will not change or alter the meaning of the sentence. ***e.g.***

i. The teachers themselves arranged the benches.
ii. The proprietor himself served the guests.
iii. She performed the experiment by herself.
iv. We baked the cake by ourselves.

Note: Singular emphatic pronouns have '-self' ending while plural emphatic pronouns have '-selves' ending. There are no such words as theirselves, hisself, ourself, themself, etc.

8. INTERROGATIVE PRONOUNS

These pronouns have the same forms or markers as relative

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pronouns. They are used for asking questions ***e.g.*** which, who, whom, what and whose.

i. Whose car is this?

ii. Who was the man that discovered the source of the River Niger?

iii. What is the name of your school?

iv. Which is the shortest route to Egbeda?

9. RECIPROCAL PRONOUNS

There are two Reciprocal Pronouns. These are 'each other' and 'one another'. We use 'each other' when there is an interchange of action between two people while 'one another' is used when the interchange of action is among three or more people. ***e.g.***

i. The man and his only son love each other.

ii. All the employees cannot know one another.

iii. The Oba told his people not to kill one another.

Note: 'each other' for 'two' and 'one another' for 'more than two' is only a traditional grammatical distinction. Frankly speaking, 'each other' and 'one another' are grammatical equivalents. That is, they are interchangeable:

(a) My father and my mother love each other. ✓

(b) My father and my mother love one another ✓

(c) The triplets love each other ✓

(d) The triplets love one another. ✓

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TOPIC 18

IRREGULAR VERBS

The past tenses and past-participles of the following verbs are often mis-used. They should therefore be read often so that one does not fall 'prey' to examiners.

	Present Tense	Past Tense	Past Participle
1.	Broadcast	Broadcast	Broadcast
2.	Cost (Price)	Cost	Cost
3.	Hit	Hit	Hit
4.	Split	Split	Split
5.	Swear	Swore	Sworn
6.	Swing	Swung	Swung
7.	Overtake	Overtook	Overtaken
8.	Shrink	Shrank	Shrunk
9.	Spring	Sprang	Sprung
10.	Fling	Flung	Flung
11.	Burst	Burst	Burst
12.	Forbear	Forbore	Forborne
13.	Forgo	Forwent	Forgone
14.	Bleed	Bled	Bled
15.	Choose	Chose	Chosen
16.	Blow	Blew	Blown
17.	Behold	Beheld	Beheld
18.	Hurt	Hurt	Hurt
19.	Freeze	Froze	Frozen
20.	Bite	Bit	Bitten
21.	Shine	Shone	Shone
22.	Fortell	Fortold	Fortold
23.	Spin	Span	Spun
24.	Light	Lit	Lit

Present Tense	Past Tense	Past Participle
Seek	Sought	Sought
Get	Got	Got (American-gotten)
Cut	Cut	Cut
Fly	Flew	Flown
Slay	Slew	Slain
Wind (close e.g. company)	Wound	Wound
Speed	Sped	Sped
Rewind	Rewound	Rewound
Mean	Meant	Meant
Leap	Leapt	Leapt
Sew (Cloth)	Sewed	Sewn
Sow (Seed)	Sowed	Sown
Sling	Slung	Slung
Ride	Rode	Ridden
Rid	Rid	Rid
Shake	Shook	Shaken
Shear	Sheared	Shorn/Sheared
Rend	Rent	Rent
Wring	Wrung	Wrung
Ring	Rang	Rung
Lend	Lent	Lent
Spin	Spun	Spun
Spit	Spat	Spat
Throw	Threw	Thrown
Swim	Swam	Swum
Tear	Tore	Torn
Tread	Trod	Trodden
Swell	Swelled	Swollen/Swelled
Strike	Struck	Struck
Stink	Stank	Stunk
Shed	Shed	Shed
Slide	Slid	Slid
Sing	Sang	Sung
Dwell	Dwelt	Dwelt
Forbid	Forbade	Forbidden
Foresee	Foresaw	Foreseen
Chide	Chided/Chid	Chided/Chidden

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	Present Tense	Past Tense	Past Participle
62.	Heave	Heaved	Heaved
63.	Bet	Bet	Bet
64.	Bind	Bound	Bound
65.	Befall	Befell	Befallen
66.	Beget	Begot	Begotten
67.	Awake	Awoke	Awoken
68.	Arise	Arose	Arisen
69.	Creep	Crept	Crept
70.	Deal	Dealt	Dealt
71.	Dream	Dreamt/Dreamed	Dreamt/Dreamed
72.	Knit	Knitted	Knitted
73.	Beseech	Besought/Beseeched	Besought/Beseeched
74.	Smell	Smelt	Smelt
75.	Cling	Clung	Clung
76.	Mow	Mowed	Mown/Mowed
77.	Strive	Strove/Strived	Striven
78.	Sink	Sank	Sunk
79.	Partake	Partook	Partaken
80.	Spoil	Spoiled	Spoilt/Spoiled
81.	Weave	Wove	Woven
82.	Typecast	Typecast Typecast	
83.	Undo	Undid	Undone
84.	Withdraw	Withdrew	Withdrawn
85.	Wet	Wet/Wetted	Wet/Wetted
86.	Lie (To make a false statement)	Lied	Lied
87.	Lie (To stretch one's body)	Lay	Lain
88.	Lay (To bring out eggs)	Laid	Laid
89.	Lay (To put something somewhere or over a thing)	Laid	Laid
90.	Underwrite	Underwrote	Underwritten
91.	Spotlight	Spotlit	Spotlit
92.	Spill	Spilt/Spilled	Spilt/Spilled
93.	Waylay	Waylaid	Waylaid
94.	Hamstring	Hamstrung	Humstrung
95.	Hang (objects)	Hung	Hung
96.	Hang (Persons)	Hanged	Hanged
97.	Interweave	Interwove	Interwoven
98.	Quit	Quit/Quitted	Quit/Quitted
99.	Do	Did	Done
100.	Overcome	Overcame	Overcome

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TOPIC 19

IRREGULAR PLURALS

Some nouns form their plurals by the addition of 's' 'es' or 'ies'. There are however some other nouns that do not follow this orthodox or regular method of forming plurals hence they are called irregular plurals. Examiners cash in on students' ignorance of the plural forms of the following words and therefore, they should be learnt by heart.

	SINGULAR	PLURAL
1.	Analysis	Analyses
2.	Alga	Algae
3.	Aquarium	Aquaria or aquariums
4.	Axis	Axes
5.	Antenna	Antennae (insects) antennas (radio or television aerial)
6.	Addendum	Addenda
7.	Agendum (old form) Agenda (new form)	Agenda (old form) Agendas (new form)
8.	Apex	Apexes or apices
9.	Appendix	Appendices (book) appendixes (body)
10.	Alumna	Alumnae
11.	Basis	Bases
12.	Bacterium	Bacteria
13.	Corrigendum	Corrigenda
14.	Crisis	Crises
15.	Curriculum	Curricula
16.	Criterion	Criteria
17.	Circus	Circuses
18.	Desideratum	Desiderata
19.	Diagnosis	Diagnoses
20.	Datum	Data
21.	Dilemma	Dilemmas
22.	Erratum	Errata
23.	Ellipsis	Ellipses

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	SINGULAR	PLURAL
24.	Formula	Formulas (in the Arts) Formulae (in the sciences)
25.	Forum	Forums
26.	Genus	Genera
27.	Genius	Geniuses
28.	Hypothesis	Hypotheses
29.	Hypnosis	Hypnoses
30.	Index	Indices (mathematics) indexes (list of contents)
31.	Larva	Larvae
32.	Memorandum	Memoranda
33.	Matrix	Matrices or matrixes
34.	Medium	Media (news) mediums (a means to reach the dead); - spiritual consultant
35.	Metropolis	Metropolises
36.	Mr.	Messrs
37.	Nucleus	Nuclii
38.	Neutron	Neutrons
39.	Nebula (A cluster of very distant stars)	Nebulae
40.	Ovum	Ova
41.	Ox	Oxen
42.	Oasis	Oases
43.	Parenthesis	Parentheses
44.	Phenomenon	Phenomena
45.	Radius	Radii
46.	Synopsis	Synopses
47.	Stratum	Strata
48.	Symposium	Symposia
49.	Stadium	Stadiums or stadia
50.	Synthesis	Syntheses
51.	Syllabus	Syllabuses or syllabi
52.	Terminus	Termini
53.	Tempo	Tempos
54.	Thesis	Theses
55.	Vertebra	Vertebrae
56.	Vertex	Vertices or Vertexes
57.	Vortex	Vortexes or Vortices
58.	Yo-yo	Yo-yoos
59.	Yes	Yeses or Yesses
60.	Zebra	Zebra or Zebras

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TOPIC 20

ADJECTIVAL ORDER

When many adjectives are used to qualify a noun, there is an order which they follow. When adjectives are arranged in a disorderly manner, the sentence will be wrong. The order of adjectives is shown below: Modifier, General, Size, Shape, Age, Colour, Verb, Noun, Head. The simple formula for this order is: **MG S – SAC VERB NOUN HEAD.**

DEFINITION OF TERMS

(a) **MODIFIER**: Words that show the quantity or number of people or things and the definite and indefinite articles come under modifier. ***e.g.*** a, an, the, two, ten, many, some, this, those. etc.

(b) **GENERAL**: Any adjective that denotes qualities order than size, shape, age, and colour (S – SAC) comes under 'general' ***e.g.*** expensive, handsome, pretty, cheap, intelligent, dull, tough, ugly, gentle, beautiful, wonderful etc.

(c) **SIZE**: The adjectives of size include: big, small, tall, short, slim, fat, large, thin, long, huge, plump, lanky, stout etc.

(d) **SHAPE**: The adjectives that denote shape include: oblong, spherical, rectangular, cylindrical, circular, triangular, square, round etc.

(e) **AGE**: Example are: new, old, young, second-hand, ancient, modern, archaic etc.

(f) **COLOUR**: All primary and secondary colours come under 'colour'. It also includes dark-complexioned and fair-complexioned.

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(g) **VERB**: The adjectives that are grouped under 'verb' are those formed from verbs. Most times, they have (-ed) or (en) or (-ing) ending ***e.g.*** fast-moving, racing, crumbling, gap-toothed, carved, tattered, gold-edged, beaten, eaten, ill-gotten, poverty-striken.

(h) **NOUN**: Any adjective that shows the nationality or origin of the person or thing being qualified or what a thing is made of or made from, comes under noun. ***e.g.***

i. Two big American cars.
Noun

ii. An expensive leather bag.
Noun

iii. A round Oza pot
Noun

(i) **HEAD**: This refers to the person, place or thing that is being qualified. What you are using the adjectives to qualify is the 'head' and it must come last. ***e.g.***

i. Two big American cars.
Head

ii. A round Oza pot.
Head

Examples

1. On his way back, the boy ran into a long procession of men, women and children in .....
   (a) white beautiful exceedingly flowing gowns
   (b) exceedingly flowing white beautiful gowns
   (c) exceedingly beautiful white flowing gowns
   (d) white flowing exceedingly beautiful gowns
   (e) flowing exceedingly white beautiful gowns
   [UME '83 Q. 40] Ans: c

2. A ..... family Bible lay open on the table.
   (a) huge black gold-edged
   (b) black huge gold-edged
   (c) black gold-edged huge
   (d) gold-edged black huge
   [PCE '91 Q. 58] Ans: a

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3. As things are now, I have to look for .....tyre.
   (a) a cheap, second-hand rubber
   (b) a cheap, rubber, second-hand
   (c) a rubber, cheap, second-hand
   (d) a second-hand rubber cheap
   [SSCE '98 Q. 58] Ans: a

4. The tourist bought .....
   (a) a brown small Nigerian earthen pot
   (b) a small brown Nigerian earthen pot
   (c) an earthen brown small Nigerian pot
   (d) a Nigerian small brown earthen pot
   [UME '98 Q. 95] Ans: b

5. The ..... came here last week.
   (a) handsome tall young man
   (b) young tall handsome man
   (c) tall handsome young man
   (d) young handsome tall man
   [WASSCE Nov. '90 q. 74] Ans: a

6. John's father has just bought a ..... car.
   (a) brand new blue Japanese sports
   (b) brand new Japanese blue sports
   (c) brand new sports Japanese blue
   (d) new brand blue sports Japanese
   (e) new brand Japanese blue sports
   [NECO 2001 Q. 41] Ans: a

7. Mrs. Ojo was one of ..... in my village.
   (a) the first two enlightened young ladies
   (b) the two first enlightened young ladies
   (c) the two first young enlightened ladies
   (d) the first two young enlightened ladies
   [UME '99 Q. 58] Ans: d

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8. He put .....in a basket.
   (a) white dozen eggs (b) a dozen white eggs
   (c) a white dozen eggs (d) dozen white eggs
   Ans: b [UME 2003 Q. 26 T.9]

9. The .....engineer designed a new machine.
   (a) brilliant Nigerian young (b) Nigerian brilliant young
   (c) young Nigerian brilliant (d) brilliant young Nigerian
   Ans: d

General note:

(a) Sometimes, the adjective of size or age may exchange positions with 'general' for the purpose of emphasis i.e. 'size' may come in the order before 'general' if 'size' is being emphasized.

'Age' may also be emphasized, thus making it come before 'general'.

e.g.

i. I met the little handsome boy.
   Size **general**
   Here, size (little) is being emphasized.

ii. The young intelligent lawyer.
   Age **general**
   Here, age (young) is being emphasized.

(b) All the adjectives may not be used in one sentence. The ones used in any sentence should follow their order.

(c) When a sentence or an option begins with a wrong order or adjective, it cannot be right subsequently. This is because one cannot put something on nothing and expect it to stand.

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TOPIC 21

VERBS WITHOUT PRESENT CONTINUOUS FORMS

Generally, verbs are said to be in present continuous forms when they have '-ing' in front of them. There are, however, some verbs that do not have the present continuous form (-ing). The first group of verbs are those that show the five senses of man (hear, see, smell, taste and feel). Others are the verbs of the mind or verbs used in expressing one's feelings or emotions. These verbs take '-ing' form only when they are used as participles, idioms or as gerunds. ***e.g.***

1. **Understand:**
   Are you understanding me? (wrong)
   Do you understand me? (right)
   Understanding you is difficult (right) (gerund).

2. **Wish:**
   I am wishing you success in your examination (wrong)
   I wish you success in your examination (right)
   Wishing you success in your examination (right)

3. **Believe:**
   I am believing God for a good job. (wrong)
   I believe God for a good job. (right)
   Seeing is believing (gerund). (right)

4. **Hope:**
   He is hoping to do well in his UME (wrong)
   He hopes to do well in his UME (Right)

5. **Remember:**
   We are remembering you in prayers (wrong).
   We remember you in prayers (right).

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6. **Hear:**
Are you hearing me? (wrong)
Can you hear me (right)
The Supreme Court is hearing the case today (right) (idiom – trying).
On hearing the voice of her husband she fainted (right) (participle)
Hearing you clearly has always been our problem (right) (gerund).

7. **Taste:**
Erina is tasting the jollof rice you prepared (wrong).
Erina is testing the taste of the jollof rice you prepared (right).

8. **Feel:**
I am feeling my brother's absence (wrong).
I feel my brother's absence (right).

9. **See:**
We are seeing you from here (wrong).
We can see you from here (right).
Segun and Yemi are seeing each other (right) (idiom – dating)
On seeing his UME result, he passed out (right) (participle)
Seeing you always is my desire (right) (gerund)
I am seeing (meeting) my doctor tomorrow (right).

10. **Smell:**
'I am smelling something' said the visitor (wrong).
'I smell something' said the visitor (right).
Note: 'To smell a rat' (idiom) means to be suspicious.

11. **Possess:**
I am possessing my possession (wrong).
I possess my possession (right).

12. **Doubt:**
I am doubting what my wife told me (wrong).
I doubt what my wife told me (right).

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13. **Love:**
She is loving him because he is a rich man (wrong).
She loves him because he is a rich man (right).

14. **Desire:**
I have been desiring to see you (wrong).
My desire has always been to see you (right).

15. **Forgive:**
Although she has come to plead, yet I am not forgiving her (wrong).
Although she has come to plead, yet I will not forgive her (right).

16. **Notice:**
Everybody has been noticing her unfaithfulness to her husband (wrong).
Everybody has noticed her unfaithfulness to her husband (right).

17. **Forget:**
I am not forgetting my promise to you (wrong).
I will not forget my promise to you (right).

18. **Want:**
She has been wanting to see you (wrong).
She wants to see you (right).

19. **Detest:**
I am not detesting it because my enemy is involved (wrong).
I do not detest it because my enemy is involved (right).

20. **Like:**
I have been liking her since the first day we met (wrong).
I have always liked her since the first day we met (right).

The following are other verbs that do not take the present continuous forms: hate, think, dislike, recollect, suppose etc.

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TOPIC 22

VERBS WRONGLY USED WITH A PREPOSITION

Some verbs are non-prepositional i.e. They do not go with any preposition at all.

The following are examples of verbs wrongly used with a preposition.

1. **SEEK**

The verb 'seek' means 'look for'. Therefore, it does not take the proposition 'for'

i. I am seeking for your help ✗
ii. I am seeking your help ✓
iii. I am seeking admission to the university this year [UME '99 Q. 53]

2. **DEMAND**

When 'demand' is used as a verb, it does not go with the preposition 'for'

i. The students are demanding for new ceiling fans ✗
ii. The students are demanding new ceiling fans ✓

Note: When 'demand' is used as a noun it takes the preposition 'for'
e.g. The students are making a demand for new ceiling fans. ✓

3. **ENTER**

When 'enter' is used to mean 'physically go in', do not give it the preposition 'into'.

i. We entered into the warehouse at 8am ✗
ii. We entered the warehouse at 8am. ✓

Note: 'Enter' takes the preposition 'into' when the combination of the two words carries the meaning of 'begin' or 'start'
e.g. I entered into an agreement with him when I realized he was an honest man. ✓

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4. **EMPHASIZE**

This verb does not take preposition 'on'.

i. The teacher emphasized on the point before he left the class. ✗

ii. The teacher emphasized the point before he left the class ✓

Note: The noun 'emphasis' takes the preposition 'on'.

e.g. The teacher laid emphasis on the point before he left the class. ✓

5. **SOLICIT**

This verb does not go with the preposition 'for' ***e.g.***

i. We are soliciting for your support in the forth-coming election ✗

ii. We are soliciting your support in the forth-coming election ✓

iii. You are free to solicit financial support from the board [UME 2002 Q. 87]

6. **DISCUSS**

The verb 'discuss' does not take the preposition 'about' or any other preposition i.e. it takes the direct object.

i. We are discussing about the bomb blast ✗

ii. We are discussing the bomb blast ✓

Note: The noun 'discussion' takes the preposition 'on' ***e.g.***

We had a discussion on 'The Effects of Inflation in Nigeria'. ✓

7. **ADVOCATE**

When it is used as a verb, it does not take the preposition 'for' ***e.g.***

i. Do you advocate for banning cars in the Court premises? ✗

ii. Do you advocate banning cars in the Court premises? ✓

8. **HOPE**

This verb does not go with the preposition 'of'

i. She hopes of getting married to the Minister's son ✗

ii. She hopes to get married to the Minister's son ✓

Note: When 'hope' is used as a noun it takes 'of' ***e.g.***

She has no hope of getting married to the Minister's son ✓

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9. **VOW**

When it is used as a verb, it does not take 'of'

i. The Manager vowed of never helping me again ✗

ii. The Manager vowed never to help me again ✓

Note: When 'vow' is used as a noun it takes 'of'

I took vows of honesty and obedience before the Manager agreed to help me again. ✓

10. **REQUEST**

This verb does not go with the preposition 'for'

i. The Pupils requested for more chairs ✗

ii. The Pupils requested more chairs ✓

Note: When 'request' is used as a noun it takes the preposition 'for'.

The Pupils made a request for more chairs. ✓

11. **COMPRISE**

This is often mistaken for 'consist', which goes with 'of'. 'Comprise' does not take the preposition 'of'.

i. The class comprises of more girls than boys. ✗

ii. The class comprises more girls than boys this session. ✓

[UME '98 Q. 94]

Note: 'Comprise' only takes 'of' when it is used in the passive voice and not in the active ***e.g.*** The class is comprised of more girls than boys. ✓

12. **STRESS**

This verb does not take the preposition 'on'

i. My father stressed on the advantages of early marriage. ✗

ii. My father stressed the advantages of early marriage. ✓

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Note: When 'stress' is used as a noun, it takes the preposition 'on'.
My father laid stress on the advantages of early marriage.

13. **ORDER**

This verb does not go with 'for' if it carries the meaning of 'make arrangement to buy'

i. We have ordered for two pairs of shoes. ***x***

ii. We have ordered two pairs of shoes. ✓

Note: When 'order' is used as a noun with the meaning 'make arrangement to buy' it takes the preposition 'for' ***e.g.***

It is high time we placed an order for two pairs of shoes. ✓

Note: also that when 'order' is used as a verb with the meaning of 'command', it is usually followed by an object + preposition + a verb ***e.g.***

He ordered me to go out ✓

command obj. prep. verb

14. **ANSWER**

When it is used as a verb, it does not take 'to'

i. There was no one to answer to your question. ***x***

ii. There was no one to answer your question. ✓

Note: When 'answer' is used as a noun it goes with 'to'.

There was no one to give an answer to your question. ✓

Note: also that one can answer to one's name when one's name is called ***e.g.***

The teacher instructed his pupils to answer to their names. ✓

15. **LACK**

This does not take 'of' when it is used as a verb ***e.g.***

i. We lack of many things in our house. ***x***

ii. We lack many things in our house. ✓

Note: When 'lack' is used as a noun, it takes 'of'

The project was abandoned because of lack of funds. ✓

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TOPIC 23

AUXILIARY VERBS

An auxiliary verb is a verb that cannot stand on its own. It is often used to help other verbs in order to give them their full meanings. This singular fact explains why auxiliary verb is called 'helping verb'.

Auxiliary verbs are different or distinct from other verbs for two obvious reasons:

i. Auxiliary verbs usually form their negative by adding 'not' or the contracted form 'n't' to them ***e.g.***

Will → will not or won't
Should → should not or shouldn't
Is → is not or isn't

The following verbs are not auxiliary verbs, because this rule (adding 'not' to the verb to form its negative) does not apply to them. ***e.g.***

Teach → teach not or teachn't (wrong)
Like → like not or liken't (wrong)
Come → come not or comen't (wrong)

ii. Auxiliary verbs are never used alone. They are often used to help other verbs. ***e.g.***

Here, the principal verb is 'travel' while the auxiliary verb is 'will'. 'Will' is used in this sentence to help the verb 'travel'.

TYPES OF AUXILIARY VERBS

There are two types of auxiliary verbs

i. The Primary Auxiliary verbs
ii. The Modal Auxiliary verbs

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These will be discussed in turn:

(1) **The Primary Auxiliary Verbs**
These include the verb be (is, am, was, are, were), do (do, does did, done) and have (has, have, had).

(2) **The Modal Auxiliary Verbs**
These include: can/could, must/must (had to), may/might, will/would, shall/should, dare/dared, ought, need, and used to.

USES OF AUXILIARY VERBS

Emphasis shall be laid on the Modal Auxiliary verbs because that is where most examination questions are centred.

(1) CAN/COULD

USES

(a) **It is used to express permission**

(i) You can wear my pair of glasses on Christmas day
(You have my permission to wear it)

(ii) Yomi asked his Uncle whether he could wear his pair of glasses on Christmas day.

(b) **It is also used to express polite requests**

(i) Could you shut the door, please?

(ii) Could you turn down the volume of your television set?

(c) **It is used to show capacity or ability to do something.**

(i) Mike Tyson can kill a lion (He is able to kill a lion)
This sentence only states that Mike Tyson has the capacity or ability to kill a lion. It does not in any way suggest that Mike Tyson had actually killed a Lion before.

(ii) Mike Tyson could kill a lion when he was the World's Heavyweight Boxing Champion (He was able to kill a lion).
This statement shows that Mike Tyson had actually killed a lion before.

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(2) MUST (Had to)

This Modal Auxiliary Verb unlike some others has one form but many uses. It can also be replaced with 'had to' hence the statement 'you must have to go' is ungrammatical.

USES

(a) **It is used to express probability (i.e. what is likely to happen)**

i. Franca did well in her UME. She must have attended a very good extra moral class.

ii. You must be tired after spending twelve hours on the road.

(b) **To express certainty (What is sure to happen)**

i. Anyone born of a woman must die.

ii. Do not engage Bruno in a fight, you must lose.

(c) **It is also used to express obligation.**

i. You must balance your account before leaving the bank.

ii. You must do your final clearance before going home.

(d) **To express necessity**

i. You must live a holy life in order to have an open access to God.

ii. The driver's brake is faulty. He must repair it before travelling tomorrow.

(e) **The negative of 'must' (mustn't) is used when giving a command.**

i. You mustn't tell anyone that I am in the house.

ii. You mustn't open my door.

Note: When we want to express an action that is not compulsory or mandatory, 'mustn't' should be replaced by 'needn't' i.e. 'needn't' should be used ***e.g.***

i. You needn't complete your assignment before lunchtime.

ii. Toyin needn't read for twelve hours every day in order to pass her examinations.

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(3) **OUGHT**

USES

It has only one form and it is commonly used to express an obligation that is **right, advisable, or desirable.** It is in a direct contrast with 'must' that demands compulsion or force. ***e.g.***

i. We ought to have visited the Governor. (They should have visited the Governor but have not done so).
ii. You ought to have married the man that sponsored you in the University (she should have, but hasn't married the man).
iii. He ought to have returned the book by now.
iv. She ought to apologize for her wrong.

(4) **USED TO**

USES

(a) **It is used to express an old habit cultivated by someone, which has remained.**

i. I am used to eating rice without stew.
ii. Lizzy is used to taking tea without milk.

Note: When a Primary Auxiliary Verb comes before 'used to' it goes with the gerund (-ing).

(b) **It is also used to express a frequent or constant action in the past but which has ceased.**

i. He used to steal his uncle's money (He no longer steals his uncle's money).
ii. I used to think that life is a bed of roses (I no longer think so).

(5) **MAY/MIGHT**

USES

(a) **It is used to indicate or ask for permission**

i. 'May I bring the benches into the hall?' asked the student.
ii. The student asked the teacher whether he might take the benches into the hall.
iii. That was a delicious meal if I may say so.

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(b) **It is used to indicate possibility**

i. This Coat may be Peter's
ii. This ointment may heal your wounds.
iii. This ointment might have healed your wounds if you had used it.

(c) **It is used when admitting a fact, before introducing another point or argument.**

i. Benin may have changed a lot in recent years but it's still a beautiful city.
ii. He may have worked his way into the bank, but he is an intelligent man.

(d) **It is used to indicate purpose.**

i. I will write today so that Ibe may know when to expect me.
ii. He said that he would write that day so that Ibe might know when to expect him.

(e) **It is used to express wishes and hopes.**

i. May you live long to reap the fruits of your labour!
ii. Long may he live to enjoy his good fortune!

(6) WILL/WOULD

USES

(a) **It is used to make a polite request.**

i. Will you send this letter for me, please?
ii. You will water the plants while I'm away, won't you?

Note: When making a request, use 'would' if the use of 'will' will change the request to a command e.g.

i. Would you close the door, please? (Polite request)
ii. Will you close the door? (Command)

(b) **It is used to show readiness or willingness to do something.**

i. I will wash the car tomorrow.
ii. He said that he would wash the car the following day.

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(c) **To suggest the speaker's annoyance about something.**

i. She will comb her hair in my kitchen even though she knows I don't like it.

ii. He would keep telling those dreadful stories.

(d) **It is used for describing habits in the present or past.**

i. He will listen to music, alone in his room for hours.

ii. She would spend hours in the bathroom.

(e) **It is used when giving an order or a command.**

i. Will you be quiet!

ii. You will do it this minute!

(f) **It is used for talking about or predicting the future.**
(Real or Unreal Future)

i. By next year, all the money will have been spent.

ii. He will marry this year, won't he?

Note: The contracted form of 'will' is ('ll) while that of 'would' is ('d) ***e.g.***

i. He'll like it.

ii. I'd rather do it alone.

(7) **DARE/DARED**

USES

(a) **It is used to show that one is brave enough (has the courage) to do something.**

i. The Governor dared the president by calling him bastard.

ii. Festus dared his uncle by speaking rudely to him in public.

(b) **It is also used to express challenge.**

i. I dare you to tell the proprietor about it.

ii. Somebody dared me to jump off the bridge into the river.

(8) **SHALL/SHOULD**

In order to enhance a better understanding of this modal auxiliary verb, we shall consider the uses of 'shall' separately from that of 'should'.

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(9) **SHALL**

USES

(a) **It is used to indicate instructions or orders.**

i. Candidates shall remain in the hall until all the papers have been collected.

ii. The Pupils shall wait outside the gate to receive the Governor.

(b) **It is also used to indicate offers or suggestions.**

i. Shall I do the cooking while you wash the plates?

ii. What shall we do to the man who stole our notebooks?

(c) **It is used to indicate future predictions.**

i. By this time next month, I shall be in the United States.

ii. We shall be writing our first semester examination by this time next year.

(d) **It is used to show insistence.**

i. We shall write to inform your parents of your habits no matter what you say.

ii. Whether you like it or not, I shall continue to smoke cigarette.

(10) **SHOULD**

USES

(a) **It is used for giving or asking for advice or for recommending something.**

i. Should I phone her and apologize?

ii. You really should go to the United States; it's a fantastic place.

iii. You should have arrived twenty minutes ago.

(b) **It is used for saying that something expected has not happened.**

i. He should be happy, considering how successful he is.

ii. The bus should have arrived twenty minutes ago.

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(c) **It is used for saying that something is likely or will probably happen.**

i. The roads should be less crowded today.
ii. Since they left very early, they should be back before dusk.

(d) **It is used to indicate what is right or wrong, appropriate or not appropriate in the circumstances.**

i. We should have changed the bad tyre before starting the journey.
ii. You shouldn't have taken a heavy meal when you know it would make you sleep.

(e) **It is used for making polite request.**

i. We should be grateful for your help.
ii. I should like to phone my lawyer.

GENERAL NOTE ON 'SHALL' AND 'WILL'

Generally, 'shall' and 'will' are used for future time. While we use 'shall' for the 1st person (I, We), 'will' is used for the 2nd (You) and 3rd (He, she, it, they) persons.

However, when showing a determination or laying emphasis, the reverse will be the case. The 1st person takes 'will', while the 2nd and 3rd persons take 'shall'.

Examples

1ST PERSON

(i) I shall sing next week (Future Time)
(ii) We shall sing next week (Future Time)

Determination or Emphasis

(i) I will sing next week.
(ii) We will sing next week.

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2ND PERSON

(i) You will sing next week (Future Time)
(ii) You will visit him next week (Future Time)

Determination or Emphasis

(i) You shall sing next week.
(ii) You shall visit him next week.

3RD PERSON

(i) He will sing next week (Future Time)
(ii) She will visit him next week (Future Time)
(iii) They will complete the job tomorrow (Future Time)
(iv) It will rain tomorrow (Future Time)

Determination or Emphasis

(i) He shall sing next week.
(ii) She shall visit him next week.
(iii) She shall complete the job tomorrow.
(iv) It shall rain tomorrow.

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TOPIC 24

THE APOSTROPHE (')

The apostrophe is used for three main purposes:

(i) To pluralise items – words and numbers.

(ii) To indicate ownership or possession.

(iii) To indicate a missing letter or letters.

The following rules govern the use of apostrophe:

(1) We use apostrophe for things that are living e.g. Vincent's building; Yinka's warehouse; Osaro's car; The Spider's Web etc.

(2) We use 'of' instead of the apostrophe and 's' for non-living things ***e.g.***

The story's length ✗	The length of the story ✓
The building's roof ✗	The roof of the building ✓

(3) The apostrophe is also given to words that come before 'sake' ***e.g.***
Do it for God's sake.
Forgive him for Heaven's sake.
Note: Do not introduce apostrophe or add 's' to the word that comes before 'sake' if the word has 's' ending e.g. For Goodness sake; For Jesus sake.

(4) When a singular noun ends in 's', the apostrophe is placed after the 's'. The writer has a choice of adding an 's' after the apostrophe or leaving out the 's' by introducing only an apostrophe. However, if the singular noun has more than one 's' in it, no additional 's'

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should be introduced after the apostrophe. This is because adding 's' after it will make it sound clumsy or difficult to pronounce ***e.g.***

James' pen ✓ James's pen ✓
Charles' house ✓ Charles's house ✓
Jesus' name ✓ Jesus's name *x*
Moses' rod ✓ Moses's rod *x*
See UME '94 Q. 57

(5) When a singular noun has no 's' ending, it takes both an apostrophe and an 's' ***e.g.***

Nosa's car; Terry's mansion
Ngozi's hat; Adebowale's dog

(6) When two or more nouns are used as an adjective, a hyphen is used to link all the nouns and the apostrophe and 's' is no longer used neither do any of the words take plural ***e.g.***

(i) A 90-year-old man ✓ A 90-years-old man *x*
(ii) A five-man panel ✓ A five-men panel *x*
(iii) The ten-man committee ✓ The ten-men's committee *x*

(7) When a plural noun ends in 's', the apostrophe is placed after the 's' and no 's' should be introduced after the apostrophe ***e.g.***

(i) Girls' College ✓ Girls's College *x*
(ii) Ladies' Bags ✓ Ladies's Bags *x*

(8) The apostrophe is usually not given to possessive adjectives. ***e.g.***

(i) The pen is neither his nor hers. ✓
(ii) The pen is neither his' nor hers'. *x*
(iii) The book is yours not theirs or ours. ✓
(iv) The book is your's not theirs' or our's. *x*

(9) When the item owned is mentioned before its possessor, introduce only an apostrophe and 's'. Do not add 'own' after it. ***e.g.***

(i) This book is mine. That is Gloria's. ✓
(ii) This book is mine. That is Gloria's own. *x*

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Note: 'Own' should equally not be added to possessives e.g.

(i) The pen is hers ✓ The pen is her own. x

(ii) The book is mine ✓ The book is my own. x

Note: However; that 'own' can be added to show emphasis.

(10) When a thing is owned by a family, 's' should be added to the name of the family and thereafter the apostrophe is placed after the 's'. Remember also that the definite article (the) must precede the name of the family. ***e.g.***

(i) The Iweka's house (The family of Iweka has the house).

(ii) The Agbaghes' Poultry Farm (The family of Agbaghe has a poultry farm).

(11) The apostrophe is also given to units of time such as hour, day, week, month, year etc.

(i) Asaba is only an hour's drive from Agbor.

(ii) Martins will be back in three weeks' time.

(iii) Godfrey was given two months' holiday.

(iv) Osaretin will visit us in three years' time.

(12) When a thing is collectively owned by two or more people, the apostrophe is given to the last noun or name. ***e.g.***

(i) Caro and Nneka's Shop (The shop belongs to both of them)

(ii) Festus, Judith and David's house (The house belongs to the three of them).

(13) When each person mentioned in a group or compound noun has a separate item, each noun (name) is given the apostrophe and 's' ***e.g.***

(i) Iyobo's, Prosper's and Bridget's cars. (Each of them has a separate car).

(ii) Iziengbe's and Osakwe's books (Each of them has a separate book).

(14) When a person owns something and that thing he owns in turn possesses something, all the possessors will take the apostrophe and 's' ***e.g.***

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(i) Dr. Ahmed's daughter's car (Dr. Ahmed has a daughter; the daughter has a car).
(ii) Mr. Daniel's son's wife's knife (Mr. Daniel has a son; the son has a wife; the wife has a knife).

(15) The apostrophe and 's' is also given to indefinite pronouns. ***e.g.***
(i) Travelling to the United States of America is everybody's dream.
(ii) What I do with my life is nobody's business.
(iii) Do not bear someone else's burden when yours waits patiently for you.

(16) The apostrophe is also used to pluralize items, words, figures and numbers ***e.g.***
(i) Mind your p's and q's anywhere you are.
(ii) Do not forget to cross your t's and dot your i's.
(iii) The word 'bee' has two e's.

(17) The apostrophe is equally used to show people's homes. ***e.g.***
I am going to Segun's (This means I am going to Segun's house. The 'house' will not be added after the apostrophe and 's').

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TOPIC 25

WORDS AND SYNONYMS

A synonym is a word or phrase with the same or nearly the same meaning as another in the same language. 'Words', they say, 'have no meanings except in the context in which they are used'. To determine the meaning of a word, find out how it is used in the sentence.

1.	Discrepancy	-	Disparity, Imbalance, Inequality
2.	Developed	-	Advanced, Industrialized
3.	Schemes	-	Programmes, Plans, Packages
4.	Rampant	-	Common, Frequent, Widespread
5.	Oblivious	-	Unaware, Unmindful, Forgetful
6.	Panic	-	Anxiety, Fear, Worry
7.	Thrashed	-	Whipped, Flogged, Beaten
8.	Pathetic	-	Sad, Pitiable, Pitiful
9.	Helter-skelter	-	In a disarray, in a disorderly or disorganized manner
10.	Indisputably	-	Unarguably, Certainly, Undoubtedly, Unquestionably
11.	Astute	-	Shrewd, Clever and Quick at something
12.	Puzzlement	-	Amazement, Surprise, Bewilderment
13.	Thorny	-	Knotty, Difficult, Tricky
14.	Unravelled	-	Solved, Resolved, Cleared
15.	Dissenting	-	Opposing, Contradicting
16.	Contemporaries	-	Colleagues, Mates, People of the same age
17.	Asset	-	Property, Inheritance, Resource
18.	Stability	-	Balance, Equilibrium, Steadiness
19.	Worthwhile	-	Worthy, Reliable, Good
20.	Hostile	-	Aggressive, Unfriendly, Unco-operative
21.	Unwholesome	-	Unhygienic, Negative, Harmful, Bad
22.	Astonishing	-	Amazing, Surprising

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23. Vandalized - Completely destroyed; Annihilated
24. Germane - Relevant
25. Implicit - Absolute; not expressed directly
26. Mundane - Worldly
27. Wrath - Anger
28. Consequences - Results
29. Immense - Great, Colossal, Gigantic
30. Comb - Search
31. Chase - Pursue
32. Irrevocable - Irreversible; that cannot be reversed
33. Inevitable - Unavoidable
34. Appalled - Shocked
35. Anxious - Curious, Worried
36. Fragile - Delicate; easily broken
37. Imperative - Very important or urgent
38. Absurd - Not reasonable or sensible; foolish; ridiculous
39. Attest - To give clear proof; declare something to be true or genuine.
40. Obstinate - Stubborn
41. Entice - Tempt, Persuade
42. Ascetic - To lead a simple life
43. Annihilate - To destroy completely, vandalize
44. Animosity - Strong dislike or hostility
45. Amiable - Pleasant; showing a friendly attitude
46. Amorous - Openly showing or feeling love
47. Amateurish - Not skilled; not at all expert
48. Apathy - A lack of interest or enthusiasm
49. Elevate - To raise; up-lift
50. Invaluable - Value too great to be estimated; extremely useful; inestimable; priceless.
51. Inimical - Harmful
52. Aversion - A distaste; a dislike
53. Hamper - Hinder

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54.	Infuriate	-	To make angry; To provoke
55.	Impudent	-	Rude; not showing respect
56.	Inadvertent	-	Unintentional; not deliberate
57.	Implacable	-	Unchangeable
58.	Impish	-	Playful
59.	Impious	-	Showing a lack of respect especially for God.
60.	Impeccable	-	Perfect; without mistake or faults
61.	Resplendent	-	Dazzling
62.	Earmark	-	Set aside
63.	Doggedness	-	Tenacity; not giving up
64.	Unscathed	-	Unhurt
65.	Restrain	-	Prevent
66.	Corroborate	-	Confirm; reinforce
67.	Consolidate	-	To make more solid, secure or strong
68.	Despondent	-	Hopeless
69.	Inaccessible	-	Unapproachable
70.	Conservative	-	Opposed to change
71.	Absolved	-	Cleared of blame or charges
72.	Obscene	-	Immoral
73.	Evasive	-	Elusive; not direct
74.	Stigma	-	Disgrace
75.	Invectives	-	Curses
76.	Perfunctory	-	Careless
77.	Tumultuous	-	Noisy
78.	Renowned	-	Famous
79.	Virtuous	-	Upright, showing high moral standard
80.	Alluring	-	Charming
81.	Incensed	-	Infuriated, Provoked
82.	Erudition	-	Learning
83.	Vindicated	-	Justified, exonerated
84.	Surmounted	-	Overcame
85.	Solitary	-	Lonely

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86. Rectify - Correct
87. Divulge - Disclose
88. Sceptical - Doubtful
89. Adverse - Unfavourable; harmful; opposing
90. Culpable - Liable; responsible and deserving blame for something done wrong.
91. Obnoxious - Unpleasant, Offensive; nasty
92. Wane - Diminish
93. Scurrilous - Abusive, Rude and insulting
94. Dispassionate - Not influenced by emotion
95. Culprit - Offender
96. Obliterate - To make something confused or difficult to understand
97. Vehemently - Strongly
98. Erroneously - Incorrectly, Wrongly
99. Refuge - A place of rest, shelter, Protection
100. Foremost - Most famous or important; first position
101. Integrity - Honesty
102. Impeded - Hindered
103. Dereliction - Negligence
104. Penury - Poverty
105. Arduous - Needing much effort or energy
106. Engrossed - Absorbed
107. Charred - Burnt
108. Incessant - Frequent, Unceasing
109. Recant - Withdraw; retract
110. Inordinate - Excessive
111. Concurrently - Simultaneously
112. Prejudicial - Biased; caused or likely to cause harm
113. Aggravate - Worsen
114. Insipid - Having almost no taste or flavour; lacking in interest or vigour.
115. Innocuous - Harmless
116. Lethal - Dangerous

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117. Treacherous - Deceitful
118. Intractable - Insoluble; not easily controlled or dealt with; hard to manage
119. Armistice - A truce; an agreement to stop (for sometime)
120. Turmoil - Confusion
121. Arrogate - To claim or take something to which one ahs no right
122. Indelible - That cannot be removed or rubbed out.
123. Insolent - Extremely rude; showing a lack of respect.
124. Heinous - Very wicked
125. Menacing - Threatening
126. Meritorious - Commendable
127. Sumptuous - Expensive
128. Decipher - Interpret
129. Harmonious - Free from disagreement; having a pleasant sound
130. Apex - Peak, Climax, Zenith, Top
131. Menial - Mean; degrading, humiliating
132. Protracted - Prolonged; unending; long-drawn
133. Plight - Predicament; difficult situation
134. Severe - Tremendous, great, intense, serious
135. Collation - Collecting and combining information from two or more sources
136. Endorsed - Approved, signed
137. Gibberish - Meaningless
138. Deterrent - Discouragement; make somebody decide not to do something.
139. Unrivalled - Unparalled
140. Shady - Dishonest
141. Insolvent - Bankrupt
142. Docile - Easy to control
143. Divulge - Make something (e.g. a secret) known
144. Deteriorate - To become worse in quality or condition; diminish
145. Impeccable - Faultless
146. Clandestine - Secret

147. Procrastinate - Delay
148. Inquisitive - Curious
149. Lucid - Clear
150. Cogent - Convincing
151. Apparent - Obvious
152. Itinerant - Travelling
153. Emanated - Arose from
154. Enlisted - Joined
155. Militant - Ready to fight
156. Lucrative - Profitable
157. Timorous - Nervous and easily frightened; timid
158. Symmentrical - To have two halves that are the same in size and shape
159. Tantalize - To make one desire something which cannot or may not be done.
160. Ostracized - Shut off from others
161. Free-lance - Unattached
162. Immune - Protected against
163. Voracious - Eating two much; hungry for knowledge or information
164. Mendacious - Lying; not telling the truth
165. Jaundiced - Prejudiced
166. Bleak - Not hopeful; discouraging; depressing; bare and exposed to the wind.
167. Tranquil - Peaceful
168. Volition - Using one's will; not compelled
169. Ingenious - Clever at making something; original in design and well suited to its purpose.
170. Water-loo - Defeat
171. Penultimate - Last but one; before the last
172. Laissez-faire - Carefree
173. Foolhardy - Foolishly daring or bold
174. Plausible - Seeming to be right or reasonable; skilled in producing convincing argument.

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175. Plagiarism - An unacknowledged work copied from other sources.
176. Seldom - Rare; not often
177. Plummet - To fall rapidly or steeply
178. Make – belief - Fantasy
179. Melancholy - Sadness; sorrow
180. Juxtaposition - To place side by side; near
181. Obligatory - Mandatory, Compulsory
182. Legitimate - Legal; that which is lawful
183. Indolent - Lazy
184. Vigilant - Watchful
185. Laborious - Difficult; hard
186. Eradicate - Destroy, remove; eliminate
187. Elucidate - Enlighten; expand
188. Durable - Lasts long
189. Gaze - Stare
190. Nonchalant - Carefree; indifferent
191. Meticulous - Careful
192. Reiterate - To repeat a statement
193. Mendicant - Beggar
194. Impromptu - Unprepared for; sudden
195. Eccentric - Unusual; not normal; strange
196. Prolific - Producing a lot; highly productive
197. Pacify - To make calm and quiet; to establish peace in a warring zone.
198. Promiscuous - Having many sexual partners; not carefully chosen
199. Miniaturized - Made on a much smaller scale
200. Protagonist - Leading figure
201. Eaves-dropping - Listening secretly
202. Ebullient - Full of energy and excitement
203. Commensurate - Proportional to
204. Agnostic - Someone who does not believe in the existence of God.

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205. Precursor - Forerunner, coming before something most important
206. Arraign - To bring before a court for trial
207. Aberrant - Not normal or acceptable.
208. Underscores - Emphasizes
209. Indomitable - That cannot be defeated or suppressed
210. Intrepid - Without fear
211. Acrimony - Angry and bitter feelings or words
212. Acquiesce - To accept something without protest or opposition
213. Accomplice - A person who helps another to do something wrong or something illegal.
214. Abeyance - Suspend temporarily; not used at the moment
215. Annals - Historical records
216. Vulnerable - Easily hurt, harmed or attacked
217. Premeditated - Planned in advance
218. Prerogative - Right or privilege
219. Pragmatic - Treating things in a sensible and realistic way
220. Loquacious - Talkative, Garrulous
221. Humane - Charitable, Benign
222. Prudent - Careful, Cautious
223. Pertinent - Important, Essential, Germane
224. Assuage - Mitigate, Alleviate
225. Lackadaisical - Slothful, Lazy, Lacking vigour and determination
226. Benevolence - Generosity, Kindness
227. Optimistic - Hopeful, Confident
228. Exuberant - Prodigal, Lavish
229. Variance - Disagreeing
230. Remote - Faraway, Distant
231. Eventuality - Occurrence, Outcome, Result
232. Combated - Countered, contested
233. Gesture - Action
234. Steeled - Encouraged
235. Moribund - Crumbling; in a dying state
236. Belligerent - Combative, Aggressive

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237. Abstruse - Esoteric, Obscure; Profound; Hard to understand
238. Aspersions - Critical or unpleasant remarks
239. Coalescence - Union
240. Pilferer - Thief
241. Tardy - Slow
242. Ephemeral - Transient; temporal, brief
243. Recuperate - Invigorate, improve
244. Instigate - Propel, Abet
245. Veracity - Truth
246. Viccissitude - Change
247. Impunity - Freedom
248. Voluminous - Lengthy, Bulky
249. Exacerbate - Worsen, Aggravate
250. Interred - Buried
251. Gullible - Easily deceived
252. Inquisitive - Curious
253. Farce - Pointless, Absurd, Funny
254. Implement - Execute; Carry out
255. Ignoble - Shameful, Dishonourable
256. Laudable - Praiseworthy
257. Unsavoury - Unpleasant
258. Trudge - Walk wearily
259. Crux - Most Important
260. Freelance - Unattached
261. Mimic - Imitate
262. Imperative - Essential, Necessary
263. Alienate - Isolate
264. Elementary - Rudimentary
265. Amusing - Humorous
266. Rejuvenate - Revive
267. Berserk - Out of control
268. Abortive - Unsuccessful
269. Besmirch - Damage or harm (reputation)

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270. Officious - Over-zealous; too ready to give orders; offer advice or help
271. Belabour - Hit repeatedly, to stress
272. Curtail - Shorten; make brief
273. Espouse - Uphold, Embrace
274. Squabble - Brawl, Quarrel
275. Demean - Humiliate, Degrade
276. Frail - Physically weak; fragile
277. Apolitical - Not interested in politics
278. Venal - Corrupt, Dishonest
279. Enchanting - Delighting
280. Chagrin - Disappointment
281. Recreation - Leisure
282. Prowess - Outstanding skill or ability
283. Nonentity - Unimportant person; riffraff
284. Squander - Waste
285. Forbearance - Patience, Restraint, Tolerance
286. Foregoing - Preceding; just mentioned
287. Assiduous - Hard-working
288. Bashful - Easily embarrassed
289. Besiege - Surround
290. Blithering - Absolute
291. Boisterous - Noisy, lively and cheerful; rough
292. Dilly-daily - Hesitate; waste time
293. Promulgated - Enacted, Executed
294. Meddle - Interfere
295. Deride - Mock, Ridicule
296. Rendezvous - Venue; meeting place
297. Appraisal - Assessment; Evaluating
298. Probe - Investigate; inquire into
299. Colossal - Immense, great, gigantic

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TOPIC 26

WORDS AND ANTONYMS

An antonym is a word that is opposite in meaning to another word. To determine the antonym of a word, the meaning of that word must first be ascertained.

1.	Kindle	-	Extinguish
2.	Dauntless	-	Cowardly
3.	Daring	-	Timid
4.	Carefree	-	Meticulous
5.	Strict	-	Lax
6.	Accelerated	-	Retarded
7.	Insignificant	-	Tremendous
8.	Rigid	-	Flexible
9.	Remorse	-	Unrepentant
10.	Turbulent	-	Calm
11.	Elevate	-	Downgrade
12.	Accidental	-	Deliberate
13.	Sapped	-	Invigorated
14.	Reprimand	-	Compliment
15.	Polygamy	-	Monogamy
16.	Brevity	-	Verbosity
17.	Sober	-	Excited
18.	Divulge	-	Conceal
19.	Scarcity	-	Abundance
20.	Unalloyed	-	Half-hearted
21.	Coquettish	-	Unfriendly
22.	Fascinated	-	Disgusted
23.	Enlisted	-	Deserted
24.	Passionate	-	Cruel
25.	Melancholic	-	Jovial
26.	Customary	-	Unusual
27.	Persuade	-	Dissuade
28.	Outspokenness	-	Taciturnity
29.	Crude	-	Refined
30.	Vocal	-	Mute
31.	Innocuous	-	Harmful
32.	Flamboyant	-	Austere
33.	Victor	-	Vanquish
34.	Adore	-	Dislike
35.	Voluntary	-	Mandatory
36.	Elite	-	Masses
37.	Reject	-	Accept
38.	Convicted	-	Acquitted
39.	Durable	-	Fragile
40.	Oppose	-	Support
41.	Exaggerate	-	Understate
42.	Admiration	-	Disdain
43.	Inconsequential	-	Drab
44.	Frugal	-	Wasteful
45.	Eventual	-	Initial
46.	Murky	-	Bright
47.	Equanimity	-	Anxiety
48.	Lethal	-	Harmless
49.	Pacify	-	Annoy
50.	Meteoric	-	Gradual

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51. Pragmatic - Unrealistic
52. Condone - Forbid
53. Perpetuate - Discontinue
54. Shrewd - Gullible
55. Exorcize - Invite
56. Spurious - Genuine
57. Esoteric - Familiar
58. Solidarity - Resistance
59. Allegiance - Disloyalty
60. Obsolete - Fashionable
61. Languish - Luxuriate
62. Pride - Humility
63. Preserved - Existence
64. Humorous - Grievous
65. Concord - Disagreement
66. Fulminate - Commend
67. Malevolent - Benevolent
68. Garrulous - Reticent
69. Ethereal - Earthly
70. Discrepancy - Similarity
71. Infuriated - Pleased
72. Unique - Usual
73. Ascend - Descend
74. Dogmatic - Tolerant
75. Dim - Clear
76. Entrance - Exit
77. Inhale - Exhale
78. Economical - Extravagant
79. Opaque - Transparent
80. Amateur - Professional
81. Virtue - Vice
82. Eagerness - Indifference
83. Obscure - Clear, Explicit
84. Exhume - Bury
85. Polite - Rude
86. Cowardly - Bold, Brave
87. Civilized - Primitive
88. Modern - Archaic
89. Progress - Retrogress
90. Tyranical - Peaceful
91. Beggary - Affluence
92. Flouted - Obeyed
93. Unwittingly - Knowingly
94. Equitable - Unjust
95. Mumbled - Shouted
96. Flabby - Firm
97. Mutated - Stabilized
98. Weilding - Renouncing
99. Concerted - Isolated
100. Inclinations - Deviations
101. Prototype - Original
102. Rural - Urban
103. Extinction - Existence
104. Invaluable - Worthless
105. Summarize - Develop
106. Recession - Recovery
107. Snowballed - Decreased
108. Sine qua non - Dispensable
109. Irrevocable - Reversible
110. Infamous - Reputable
111. Mundane - Great
112. Alleviate - Worsen
113. Gradual - Abrupt
114. Sparsely - Densely
115. Summer - Winter
116. Dispair - Hope
117. Obfuscating - Clarifying
118. Exacerbating - Alleviating
119. Explicit - Ambiguous
120. Conscientious - Carefree
121. Prosperous - Unsuccessful
122. Hard-hearted - Considerate
123. Eligible - Unqualified
124. Legitimate - Bastard
125. Divergence - Convergence
126. Indolent - Delight
127. Emmigrate - Immigrate
128. Predecessor - Successor
129. Ubiquitous - Rare, Scarce
130. Lenient - Harsh

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131. Superficial - Deep
132. Poison - Antidote
133. Appellant - Respondent
134. Craggy - Smooth
135. Usurp - Rightfully take
136. Bleak - Bright
137. Repulsive - Fascinating
138. Aftermath - Cause
139. Insidious - Trustworthy
140. Arduous - Easy
141. Pernicious - Harmless
142. Prodigal - Prudent
143. Germane - Irrelevant
144. Taciturn - Garrulous
145. Agog - Unexcited
146. Blunt - Sharp
147. Expand - Contract
148. Unfettered - Restricted
149. Former - Latter
150. Triumph - Defeat
151. Fierce - Gentle
152. Guardian - Ward
153. Boring - Interesting
154. Unscrupulous - Conscientious
155. Centripetal - Centrifugal
156. Frown - Smile
157. Servant - Master
158. Blameless - Shameful
159. Curse - Bless
160. Prolificacy - Unfruitfulness
161. Spotless - Spotted
162. Vigor - Weakness
163. Together - Separately
164. Counterfeit - Genuine
165. Lethargy - Zeal, Energetic
166. Reprimand - Commend
167. Complainant - Defendant
168. Optimistic - Pessimistic
169. Turtous - Straight
170. Fragile - Durable
171. Guest - Host
172. Ambivalent - Decisive
173. Covert - Open
174. Interminable - Brief
175. Mountain - Valley
176. Corroborate - Contradict
177. Misers - Spendthrifts
178. Plethora - Shortage
179. Sluggish - Smart
180. Stiffles - Encourages
181. Haphazard - Orderly
182. Incompetent - Efficient
183. Coloquial - Formal
184. Dusk - Dawn
185. Seldom - Often
186. Casually - Formally
187. Conformity - Deviation
188. Bashful - Bold
189. Industrious - Lazy
190. Command - Obey
191. Daily - Nightly
192. Recede - Proceed
193. Spunkless - Spunky
194. Tension - Relaxation
195. Topmost - Bottommost
196. Turbid - Limpid; Clear

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197.	Disperse	-	Assemble, Gather
198.	Intermittently	-	Continuously, incessantly
199.	Destructive	-	Constructive, Harmless
200.	Vulnerable	-	Protected, not prone to, shielded
201.	Apathy	-	Sympathy, Enthusiasm
202.	Generous	-	Selfish, Stingy, Tight-fisted
203.	Acquiesced	-	Resisted, Objected
204.	Temperamental	-	Calm, Cool-headed
205.	Extempore	-	Prepared
206.	Fidelity	-	Perfidy, Faithlessness
207.	Openhanded	-	Tightfisted; Closefisted
208.	Stern	-	Lenient; Soft
209.	Stolidity	-	Sensitivity
210.	Tardy	-	Prompt; Punctual
211.	Undying	-	Mortal
212.	Variable	-	Invariable; Constant
213.	Valiant	-	Pusillanimous
214.	Vary	-	Agree
215.	Violate	-	Obey; Observe
216.	Vertical	-	Horizontal
217.	Compulsory	-	Optional, Voluntary
218.	Conservative	-	Radical; Liberal
219.	Resplendent	-	Dull, Unimpressive
220.	Presumptuous	-	Modest
221.	Motivation	-	Discouragement
222.	Painstaking	-	Half-hearted
223.	Authenticate	-	Discountenance
224.	Convergence	-	Incompatibility
225.	Intransigent	-	Compromising
226.	Abate	-	Intense, Surface
227.	Temperamental	-	Steady
228.	Aggravate	-	Ameliorate, Alleviate, Allay
229.	Identification	-	Disassociation
230.	Gloomy	-	Encouraging, Bright
231.	Demystified	-	Make mysterious or difficult
232.	Discord	-	Harmony Agreement
233.	Fastidious	-	Indifferent, Careless
234.	Increase	-	Diminish, Decrease

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TOPIC 27

INVARIABLE SINGULAR NOUNS WITH 'S' ENDING

The nouns listed below are always singular but with 's' ending.

1.	Aids	11.	Tuberculosis
2.	Measles	12.	Mumps
3.	Shingles	13.	Darts
4.	Draughts	14.	Billiards
5.	News	15.	Linguistics
6.	Statistics	16.	Economics
7.	Physics	17.	Mathematics
8.	Phonetics	18.	Politics
9.	Aerobics	19.	Athletics
10.	Bowls	20.	Civics (a course)

The nouns mentioned above take only singular verbs e.g.

i. Politics <u>is</u> a dirty game ✓

Politics <u>are</u> dirty games x

ii. Here <u>is</u> the 10 0'clock news ✓

Here <u>are</u> the 10.0'clock news x

iii. Statistics <u>is</u> ✓ / <u>are</u> x my best subject (s)

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TOPIC 28

DIRECT AND INDIRECT (REPORTED) SPEECH

DIRECT SPEECH

This is one in which we quote the exact or original words of a speaker. Here, the exact words of a speaker are reproduced without addition or omission of any kind. Quotation marks (inverted commas) are used to mark the words of the speaker. ***e.g.***

(i) 'The ceremony ended three days ago' said Tosense.
(ii) 'The test is over' said Bisi.
(iii) 'Class, do you know this boy?' asked the teacher.
(iv) 'Rain falls heavily in July' said George.
(v) 'I will pay the debt tomorrow' said Emeh.

INDIRECT SPEECH

This is also called 'Reported Speech'. It is one in which we report a speaker's speech by paraphrasing his words. Here, we do not use quotation marks to mark the statement since we are not quoting the exact words of the speaker.

RULES

1. Reported speech usually begins in the past tense or with verbs of saying such as:
   He asked if; He told me that; He said that; He concluded that etc.

2. A direct speech that is in the present tense should be reported in the past tense. ***e.g.***
   (i) 'I am free now', said the English teacher.
   The English teacher said that he was free then.

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(ii) 'Class do you know this boy', asked the teacher.
The teacher asked the class whether they knew that boy.

3. A direct speech that is in future tense should also be reported in the past tense. ***e.g.***
(i) 'I am getting married tomorrow', said Remmy.
Remmy said that he was getting married the next day.
(ii) 'I will pay the debt tomorrow', said Emeh.
Emeh said that she would pay the debt the next day.

4. A direct speech that is in the past tense should be reported in the past perfect tense.
(i) 'Yesterday, I was in Abuja', said Peju.
Peju said that she had been in Abuja the previous day.
(ii) 'My father asked me to close my door', said Wisdom.
Wisdom said that his father had asked him to close his door.

5. When the statement is a proverb, truism or an axiom, the tense should not be changed or altered. ***e.g.***
(i) 'East or West, home is the best', said Chidi.
Chidi said that East or West home is the best.
(ii) 'All that glitters is not gold', said the pastor.
The pastor said that all that glitters is not gold.
(iii) 'The sun rises in the east', said the geography teacher.
The geography teacher said that the sun rises in the east.

6. When a statement is intentionally reported in the present tense such as she says that; she asks if; she tells me that etc., the tense should be maintained (not be altered) when changing the statement from direct into indirect speech. ***e.g.***
(i) 'The reconstruction is over', says the Landlord.
The Landlord says that the reconstruction is over.
(ii) 'I will overcome the temptation', says Louis.
Louis says that he will overcome the temptation.

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7. When changing a direct speech into an indirect or reported speech, certain words must change. There should be a careful examination of these changes to avoid making mistakes.

(a) The following changes occur in words relating to time: 'now' changes into 'then'; 'today' changes into that day'; 'ago' changes into 'before'; 'yesterday' changes into the 'previous day'; 'tonight' changes into 'that night'; tomorrow changes into the 'following day' or 'the next day'; 'this week' changes into 'that week'; next week/ month/year' changes into the following 'week, month or year' respectively; 'henceforth' changes into 'thenceforth' etc.

(b) The following changes also occur with pronouns when changing from a direct speech into indirect; 'I' changes into he/she; 'We' changes into 'they'; 'you' changes into they/them/him/her; 'Us' changes into 'them'; 'yours' changes into theirs/his/hers; 'My' changes into his/her; 'me' changes into him/her; 'mine' changes into his/hers etc.

(c) The following changes occur with verbs under listed when changing a direct speech into indirect. 'Come' changes into go'; is/am changes into 'was'; 'will' changes into 'would'; 'know' changes into 'knew'; 'may' changes into 'might'; 'can' changes into 'could' 'ate' changes into 'had eaten' 'wrote' changes into 'had written', 'has/have' changed into 'had'; 'must changes' into 'had to'; 'was' changes into 'had been'; 'dare' changes into 'dared'; 'need' remains 'need'; 'ought to' changes into 'had to'; 'go' changes into 'went'.

(d) The last set of words that also change are: 'here' changes into 'there' 'thus' into 'so'; 'this' changes into 'that'; 'these' changes into 'those' etc.

TOPIC 29

WORDS THAT GO IN PAIRS

There are some words that must of necessity be paired in order to achieve a desired meaning. The following are some of the words that go in pairs.

1. High and Dry → In a difficult situation without help or money. e.g. The woman was left high and dry after her husband's death.
2. Black and Blue → To hit somebody until he is covered with bruises or sustains injuries. e.g. The fall from his horse left him black and blue all over.
3. High and Mighty → Superior in manner; arrogant e.g. There is no need to be so high and mighty with me!
4. Touch and Go → To be uncertain as to the result of something. e.g. Tanka was so ill that it was touch-and-go whether she would live or not.
5. Nook and Cranny → Everywhere; every part of a place. e.g. We combed every nook and cranny before we could find the missing document.
6. By and By → Before long; soon; later on. e.g. By and by he met his old friend who assisted him in completing his multi-million naira project.
7. By and Large → In general; generally speaking e.g. By and large, I agreed with my father on the matter.
8. Null and Void → Having no legal force; not valid e.g. The court declared the contract null and void.
9. Hale and Hearty → Strong and healthy e.g. The chief is 95years old and he is still hale and hearty.
10. Safe and Sound/Well → Secure; protection from harm and danger, e.g. The kidnapped politician was found safe and sound.

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11. Comings and Goings → Arrival and departure e.g. With all the comings and goings of visitors, the proprietor had not been able to collate the result.

12. Kith and Kin → Friends and relation, e.g. Loveday invited his kith and kin to his graduation ceremony.

13. Facts and Figures → Accurate and detailed information. e.g. There is nothing we can do until we have the facts and figures.

14. Bag and baggage → With all one's possessions or belongings. e.g. The notorious criminal left the village bag and baggage.

15. Ins and Outs → The details and aspects of an activity or a procedure. e.g. Mr. Arthur knows the ins and outs of the job.

16. Flesh and Blood → The human body or human nature with its emotions, weaknesses e.g. What happened to the landlord was more than what flesh and blood can bear.

17. P's and q's
(To mind one's p's and q's) → To be careful about what one says or does e.g. I advise you mind your p's and q's in your office.

18. Bread and Butter → The way of earning one's living; means of survival. e.g. My neighbour earns his bread and butter as a bricklayer.

19. Bread and Water → The cheapest possible food. e.g. The boy lived on bread and water after the tragic death of his parents.

20. Far and Wide/Near → Everywhere. e.g. The armed policemen searched far and wide for the missing gun.

21. Wear and Tear → Damage; loss of quality caused by ordinary use.

22. More and More → Increasingly. e.g. She is becoming more and more irritated by her husband's behaviour.

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23. Home and Dry → Safe and successful especially after a difficult time e.g. The handsome tall dark-complexioned boy who lost all he had laboured for in Iraq is now home and dry.
24. Dribs and Drabs → In small amounts or numbers. e.g. He paid me in dribs and drabs, not all at once.
25. Fits and Starts → Not continuously, stopping and then starting again; continually. e.g. The manager is building his house in fits and starts.
26. Ups and Downs → Good and bad luck, experiences or events; changes in fortune. e.g. My colleagues and I have certainly had our ups and downs.
27. Free and Easy → Informal; relaxed. e.g. Life in the village is free and easy.
28. All and Sundry → Everyone; all types of people. e.g. Adams invited all and sundry to his prize-giving day ceremony.
29. Beck and Call → Always ready to obey one's or somebody's control or dominion. e.g. The Minister of Justice has always had servants at his beck and call.
30. Hustle and Bustle → Confusion or disorder. e.g. I love all the hustle and bustle of the market.
31. Ifs and Buts → Complaints. e.g. There is no time for ifs and buts; you must decide now.
32. Root and Branch → Thoroughly; completely; totally. e.g. The organization that was once the pride of the elite has been destroyed root and branch.
33. Hanky - Panky → Dishonest behaviour, sexual activity that is not considered acceptable.
34. Happy - go - Lucky → Not caring or worrying about the future.

35. Willy-nilly → Whether you want to or not (compulsory) e.g. she was forced willy-nilly to accept the Governor's marriage proposal; in a careless way; without planning.

36. Wishy Washy → Not having clear or firm ideas or beliefs, not bright in colour.

37. Will-o-the-wisp → A thing that is impossibel to obtain; A person that you cannot depend on.

38. Shilly - Shally → To take a long time to do something, especially to make a decision.

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TOPIC 30

THE GERUND

Gerund is a verbal noun. It is an '-ing' form of a verb functioning as a noun. The following are the uses of the gerund:

1. Looking forward to + '-ing' (anticipation) ***e.g.***
   i. We are looking forward to receiving your letter.
   ii. She looks forward to getting the job of her dream.

2. Couldn't help + '-ing' ***e.g.***
   i. It was a funny episode, so I couldn't help laughing (right) [UME '84 Q. 85]
   ii. I couldn't help to laugh (wrong)
   iii. You can't help giving out the key to your landlord (right)

3. Mind + '-ing' ***e.g.***
   i. My father doesn't mind driving / ~~to drive~~ me to school every day. [WASSCE NOV. 2001 Q. 56]
   ii. I hope you wouldn't mind closing / ~~to close~~ the door after you?

4. It is no good + '-ing' ***e.g.***
   i. It's no good worrying / ~~to worry~~ about the result until you have sat for the examination. [UME '88 Q. 95].
   ii. It's no good crying / ~~to cry~~ over spilt milk.

5. Enjoy + '-ing' ***e.g.***
   i. Philip enjoys playing / ~~to play~~ tennis always. [SSCE NOV. '98 Q. 69]
   ii. I enjoy singing / ~~to sing~~ my native songs.

6. Worth + 'ing' ***e.g.***
   i. Barr. Oscar's book 'Fundamental Formulas of the English Language' is worth reading.
   ii. A good car is worth having.

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7. Fond of + '-ing'
   i. Ike is fond of selling books anytime he is in need.
   ii. She is fond of admiring handsome men.

8. Gerund is also used to show hobby.
   i. Teaching is my hobby.
   ii. Cooking is Uche's hobby.

   Note: 'hobby' means a favourite activity that a person does for pleasure and not as his or her regular business.

9. Gerund is used to show someone's habit (used to + '-ing') ***e.g.***
   i. She is used to eating rice without stew.
   ii. Esosa is used to running round the football pitch.

10. Gerunds are nouns and as such they take possessive adjectives as nouns do i.e. any open space before a gerund should be filled by a possessive adjective ***e.g.***
   i. I don't like our coming late to school (right)
   ii. I don't like us coming late to school (wrong).

11. Excuse + '-ing' ***e.g.***
   i. Excuse my being so dirty
   ii. Excuse our leaving early.

12. Risk + '-ing'
   i. Dike couldn't risk buying the second hand car after his first experience.
   ii. I couldn't risk opening my door after the robbery incident that claimed lives in our compound.

13. Insist on + '-ing'
   i. Idowu insisted on buying a new generator for his tutorial college.
   ii. Gbolahan insisted on checking the receipts of all the students in the tutorial college.

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14. Have difficulty in + '-ing' ***e.g.***
    i. Ranti had no difficulty in forcing the door open.
    ii. Alfa had no difficulty in giving answers to my questions.

15. With a view to + '-ing' ***e.g.***
    i. Seye returned home with a view to solving our problems.
    ii. Loveday came early with a view to helping the students locate their classes.

16. With the view of + '-ing' ***e.g.***
    i. Bisi came with the view of helping us solve the simultaneous equations given to us.
    ii. With the view of solving the problems, Segun returned early from his place of work.

17. Busy + '-ing' ***e.g.***
    i. Prosper was busy reading his books when others were playing games.
    ii. Rachael was busy calculating the profit she made when others were watching movies.

18. In view of + '-ing' ***e.g.***
    i. In view of finding a solution to our problems Bridget returned early from school.
    ii. In view of meeting the chairman of the company, Gloria dressed gorgeously.

19. Go on (keep on) + '-ing' ***e.g.***
    i. Iyobo went on reciting the poem for hours.
    ii. Osakwe kept on praying until he received the answers to his prayers.

20. There is no harm in + '-ing' ***e.g.***
    i. There is no harm in smoking cigarette' said Jango.
    ii. There is no harm in travelling with strangers.

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21. It is no use + '-ing' ***e.g.***
    i. 'It is no use praying for the dead', said Aghama.
    ii. 'It is no use worrying over a situation one can't help', said Queen.

22. Have the pleasure of + '-ing' ***e.g.***
    i. Ekene had the pleasure of shaking hands with the president of the United States yesterday.
    ii. Oghogho had the pleasure of visiting the president of Nigeria during his service year.

23. Take pleasure in + '-ing' ***e.g.***
    i. Osaretin takes pleasure in helping people.
    ii. Osayanmo takes pleasure in listening to gospel songs.

24. Avoid + '-ing' ***e.g.***
    i. 'You can't avoid living with people', said Agbontese.
    ii. 'I can't avoid making mistakes', said Evis.

25. Tired of + '-ing' ***e.g.***
    i. 'I am tired of trekking to school', said Terry
    ii. 'We are not tired of preaching the goodnews', said Loveth.

26. Like + '-ing' ***e.g.***
    i. I like playing table tennis (right)
    ii. I like to play table tennis (wrong)

27. Hate + '-ing' ***e.g.***
    i. I hate seeing people go naked (right)
    ii. I hate to see people go naked (wrong)

28. Abhor + '-ing' ***e.g.***
    i. I abhor watching war movies (right)
    ii. I abhor to watch war movies (wrong)

29. Escape + '-ing' ***e.g.***
    i. The armed robber escaped being burnt by the aggrieved owner of the stolen property (right).
    ii. The armed robber escaped to be burnt by the aggrieved owner of the stolen property (wrong)

30. Confess to + '-ing' ***e.g.***
    i. The clerk has confessed to stealing the Manager's money (right).
    ii. The clerk has confessed to steal the Manager's money (wrong)

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TOPIC 31

CONTRACTIONS

The word 'contract' is admissible of diverse meanings or interpretations. However to 'contract' in the sense we are interested in means 'to make something smaller'. In the examples below, a word is used in each case to represent a statement or group of words or sentence.

1. To be easily deceived → Gullible
2. To die without leaving a Will → Intestate
3. To die leaving a Will → Testate
4. To dig up a corpse → Exhume
5. That can be found everywhere → Ubiquitous
6. To destroy completely → Vandalize
7. Loss of memory → Amnesia
8. That can be read → Legible
9. That cannot be read → Illegible
10. That can be easily broken → Fragile
11. An amendment to a Will → Codicil
12. One that hardly spends money → Miser
13. To learn something by heart → Memorize
14. To quote something off hand → Recite
15. Unable to pay one's debt → Insolvent
16. A writer of plays or drama → Playwright (Dramatist)
17. A song written to mourn the dead → Dirge (Elegy)
18. Living forever (Never dying) → Immortal
19. Occurring twice in one year → Biannual
20. Occurring once in two years → Biennial
21. To release someone from the army → Demobilise
22. Those wounded or killed in a war → Casualties
23. To compel people to join the army → Conscript
24. To take word for word → Verbatim
25. Brief and to the point → Precise
26. One that is born of married parents → Legitimate
27. That is fit for food → Edible

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28.	Not suitable to be eaten	→	Inedible
29.	Able to use both hands equally well	→	Ambidextrous
30.	Value, too great to be estimated	→	Invaluable(priceless)
31.	Impossible to explain or understand	→	Inexplicable
32.	Not capable of making mistakes	→	Infallible
33.	That cannot be challenged or denied	→	Indisputable
34.	Lasting for a very short time	→	Ephemeral
35.	Having no harmful effects	→	Innocuous
36.	Difficult to believe	→	Incredible
37.	That cannot be rubbed out or removed	→	Indelible
38.	That which cannot be conquered	→	Invincible
39.	That which cannot be seen	→	Invisible
40.	That which can be seen	→	visible
41.	That cannot be destroyed	→	Indestructible
42.	That cannot be cured	→	Incurable
43.	That can be cured	→	Curable
44.	Too great to be described in words	→	Ineffable
45.	Close at hand	→	Imminent
46.	Unable to read	→	Illiterate
47.	Able to read	→	Literate
48.	Not easily or clearly seen or understood	→	Obscure
49.	One who reveals secrets by talking too much	→	Blabbermouth
50.	Able to speak two languages equally well	→	Bilingual
51.	Impossible to avoid (Certain to happen)	→	Inevitable
52.	A set of instructions for preparing a food dish	→	Recipe
53.	One that is born of unmarried parents	→	Illegitimate
54.	To marry more than one wife at the same time	→	Polygamy
55.	To have more than one husband at the same time	→	Polyandry
56.	An event that occurs on a fixed date every year	→	Anniversary
57.	A speech or writing containing high praise or a person or thing	→	Eulogy or Panegyric
58.	One that is wasteful in spending money	→	Spendthrift (Extravagant)

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TOPIC 32

PUNCTUATION MARKS

Punctuation is the use of special marks or signs to divide a writing into sentences, clauses, phrases etc. Without the use of punctuation marks, statements will never come to an end and will be practically meaningless. The wrong use of them is severely penalized in continuous writing, hence it becomes imperative that a thorough examination of the various punctuation marks be treated as a topic.

TYPES OF PUNCTUATION MARKS AND THEIR USES

(1) **FULL STOP OR PERIOD (AME) (.)**

(a) To mark the end of a sentence e.g.

(i) Mr Vincent is a generous man.

(ii) Yinka has bought a brand new car.

Note: Do not use full stop after an exclamatory or interrogative sentence ***e.g.***

(i) What a shame to our generation!

(ii) Are you not the son of Pa Adeboye?

(b) To indicate abbreviations (initials, Degrees, Titles etc) ***e.g.***
Feb., Rev., Prof., M.D., LL.B., B.sc., Ph.D., Iyoha O.I.O., etc.

Note:

(1) When the first and last letter of a word are used to form abbreviation, one can either put a full stop or omit it. e.g.
Doctor = Dr./Dr
Mister = Mr./Mr
Street = St./St

(2) Full-stop should also not be used for acronyms which are abbreviations for professional, business or governmental organization ***e.g.***

(i) NBA (Nigeria Bar Association)

(ii) INEC (Independent National Electoral Commission)

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(2) **QUESTION MARK (?)**

USES

(a) It is used after a question which demands a reply or answer

e.g.

(i) What is your name?

(ii) Who did this to you?

(b) It is used after a command that is put in the form of a question

e.g.

(i) Shut up, will you?

(ii) Will you remove your dirty clothes from my room?

(c) It is used after a rhetorical question

(A question asked in which an answer is not expected)

(i) How long would you depend on people for survival?

(ii) Why must you kill yourself because of a man?

Note:

(1) Do not use the question mark after an indirect question ***e.g.***

(i) The manager asked his secretary if she had received any mail.

(ii) He asked me why I married my friend's younger sister.

(2) Do not use a full stop after a question mark.

(3) **EXCLAMATION MARK (!)**

USES

(a) It is used to express or show emotions ***e.g.*** Hi!, Ah!, Yes! No! Oh! Hello!

(b) It is used after a blessing or a curse. ***e.g.*** May your days be long! May you possess the gates of your enemies! Shame on you! Damn you! etc.

(c) It is used to express shock or surprise ***e.g.*** So, you got the Visa at last! So, you can tell lies like this!

(d) It is used after a forceful command ***e.g.*** Close that door and never open it again! Go and get the key now!

(e) It is used to indicate great emphasis ***e.g.*** I will not take that from you again! I will never allow him to smoke again in my house!

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(f) It is used after exclamatory words, phrases and sentences ***e.g.*** Oh! What a glorious moment! Oh! What a day! What a pity! What a shame!

(4) **COLON (:)**

USES

(a) It is used after a speaker's name in a dialogue or conversation
SOVI: Why do you want to marry a Yoruba girl?
WISDOM: They are responsible, respectful and caring people.

(b) It is used to introduce formal listing, explanation or enumeration ***e.g.***

(i) When coming for your traditional marriage, you must bring: twenty tubers of yam, a bag of rice, twenty seeds of kolanut and a bag of salt.

(ii) The best tutorial colleges in Lagos are: D' Solid Instructors, Adams Tutorial College, Update Remedial Centre, Distinct Academy and Campus Tutors.

(c) It is used to introduce a formal quotation ***e.g.*** According to Vincent Osawinorghe (2002): 'Intelligence can shoot a man up but only his integrity can keep him there'.

(d) The colon is used to separate chapters from verses (Bible References) ***e.g.*** John 3:16, Philippians 4:19.

(e) To indicate time i.e. it is used between hours and minutes ***e.g.*** 8:15am, 10:30pm.

(f) It is also used to separate a title and a subtitle of a book ***e.g.*** Semantics: An introduction into the science of meaning.

(5) **SEMI-COLON (;)**

When a writer does not want to break the line of thought in a sentence or wants to indicate a pause that is longer than the comma, he uses the semi-colon.

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USES

(a) It is used to link closely related clauses when the conjunction is omitted ***e.g.***

(i) The proprietor of Adams Tutorial College is humane; he treats his teachers as if they were his colleagues.

(ii) Ernest Idemudia lives in a mansion; he is a successful Legal practitioner.

(b) The Semi Colon is also used to separate series of different items in a consecutive pattern ***e.g.***

The important personalities that were invited for the book lunch include Mr. Adeshina Afuwape, the Proprietor of Radiant Tutorial College; Mr. Biodun Raheem, the Head of Arts Department; Mr. Osondu Chidi the Head of Science Department and Mrs. Owoyemi Owolabi, the Head of Commercial Department.

(6) HYPHEN (-)

USES

(a) When two or more nouns are used as adjectives, a hyphen is sometimes used to link all the nouns ***e.g.***

(i) A three-hour drive.

(ii) A ten-man committee

(b) The hyphen is used to join some prefixes to the main words ***e.g.*** co-education, ex-president, anti-climax, post-independent, etc.

(c) It is also used to form some compound words ***e.g.*** parents-in-law, commander-in-chief, dark-haired etc.

(d) It is used to split a word at the end of a line such that the part that cannot be accommodated by that line is taken to the next line ***e.g.*** accommo-dation, intimi-date, tole-rate etc.

Note: When splitting words, a syllable should not be divided ***e.g.*** occas-ionx accommod-ationx.

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(e) A hyphen is also used between compound numbers from twenty-one to ninety-nine e.g. forty-three, seventy-nine, eighty-two, ninety-eight etc.

(7) DASH (—)

This is often mistaken for a hyphen by many a student. The hyphen and the dash are not the same. The dash is longer than the hyphen and they perform different functions.

USES

(a) It is used to introduce an enumeration ***e.g.***
The ex-president has a lot of property in Abuja – land, cars and buildings.

(b) It is also used to mark a parenthesis; to indicate a pause or break in a speaker's line of thought.
(i) Mr. Ayodeji Biodun – a Lagosian – collected all the prizes in 2003.
(ii) Engr. Adams – the proprietor of Adams Tutorial College-rewards hardwork.

(c) It is also introduced before a repeated word ***e.g.***
(i) He is the manager of the bank – the bank that is known for excellence.
(ii) She is a product of the University – the University that has continued to produce prominent people in Nigeria.

(8) COMMA (,)

USES

(a) It is used after a formal salutation and after a subscription or complementary close ***e.g.***
Dear Sir, Dear Madam, Dear Brother, Yours sincerely, Yours faithfully, etc.

(b) It is used in addresses, dates and figures ***e.g.***
(i) 59, Eyinogun Street,
Mafoluku,
Oshodi.
(ii) 29th July, 2003.
(iii) ₦460,000.000

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(c) It is also used to separate descriptive adjectives, verb clusters and noun clusters.

(i) The handsome, tall, dark-complexioned, Yoruba man is my friend.

(ii) The pastor sang, preached, danced and rejoiced during the end of year thanksgiving day.

(iii) Mr. Segun Omoyele, an engineer, singer, preacher, and dramatist is a genius.

(d) It is used to separate items in a list or to mark off phrases or words in a list ***e.g.***

(i) When you enter the sitting room you will find television, table, chairs, jug and radio.

(ii) A good number of eminent men and women graced the occasion and they included: The Odionwere of Evbo-ebi, Delta State Governor, his wife, Chairman Ika South Local Government, the press and other distinguished guests.

(e) A comma is also used to show a short break or pause in a statement ***e.g.*** To draw the curtain, however, top on the list, in fact, Nevertheless, in the same vein, to start with, on the other hand, moreover, furthermore, thus, etc.

(f) It is used to separate a direct quotation ***e.g.***

(i) 'The Lord will enlarge your coast', said Pastor Mike.

(ii) His wife answered, 'So shall it be'.

(g) It is used to separate names of business partners, degrees and other qualifications ***e.g.***

(i) Messrs Thomas, Nosakhare, Etin-osa and Company.

(ii) Cajetan Iwuoha, LL.B. B.L. LL.M, Ph.d.

(h) A comma is used to separate words that are used in apposition to a noun ***e.g.***

(i) Mr. Thompson, the dynamic English teacher, has travelled to the US.

(ii) Nigeria, the giant of Africa, is rich in natural resources.

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(9) QUOTATION MARKS OR INVERTED COMMAS (' ' OR " ")

Quotation marks can be single or double. Single quotation marks are British-oriented while double quotation marks are used by the Americans. Examiners accept both of them provided the candidate is consistent in the one he/she has chosen to use.

USES

(a) It is used to mark or indicate a quotation ***e.g.***
   (i) Our forefathers say, 'that when the funeral oration of the dead is echoed, let the living listen attentively'.
   (ii) Ola Rotimi once said, 'that he who pelts with pepples asks for rocks in return'.

(b) It is used to indicate the exact words of the speaker i.e. it is used to mark direct quotations ***e.g.***
   (i) 'Open the door,' said Omonogie.
   (ii) Mr. Thomas said, 'When the going gets tough, the tough get going'.

(c) To show words used in special or technical sense, slang, vernacular etc. ***e.g.***
   (i) The policeman asked, 'Where are your "particulars"?'
   Note: "particulars' here means 'money' or 'bribe'.
   (ii) The bus conductor told the driver to 'carry go'.
   (iii) He is 'Daniel' of our time.

(d) To enclose names of songs, titles of poems, essays, stories, newspaper, articles etc.
   (i) We are asked to study J.P Clark's, 'Abiku' (Title of a poem)
   (ii) 'The Unforgiving Heart' (Title of an essay)
   (iii) 'He will carry you' (Title of a song).

Note: Titles of books are usually underlined e.g. Barr. Oscar Izeyor Iyoha is the author of Fundamental Formulas of the English Language.

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(10) BRACKETS OR PARENTHESIS ( )

USES

(a) To enclose a sum of money that is repeatedly mentioned ***e.g.***
My Uncle pays his driver N50,000 (Fifty Thousand Naira) every month.

(b) To enclose an additional word or phrase which serves as an explanation or emphasis in a sentence.
(i) Senator Ahmed Tinubu (The Governor of Lagos State) has vowed to alleviate the sufferings of the masses.
(ii) S A R S (Severe Acute Respiratory Syndrome) is now the most dreaded disease.

Note: Whatever is put in brackets does not take part in controlling the verb in a given sentence.

(11) CARET (^)

It is used to show or indicate that something is missing from a sentence or text. Rather than crossing or canceling an entire line because of a single omission, the caret is inserted at the point of omission and the missing word or phrase is written above it ***e.g.***

(i) The president ^of Ghana is coming to Nigeria tomorrow.

(ii) Mr Cliff is a ^man of integrity.

(12) APOSTROPHE

This has been treated as a topic of its own because of its prominence in past questions. (see topic 24).

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TOPIC 33

LETTERS AND ESSAYS

This is a very important part of paper one in the SSCE and related examinations. This explains why it carries a whopping mark (50 Marks). Regrettably enough, many candidates find it difficult to score up to half of the marks in their letters and essays.

The question then is: are there no solutions to this seemingly impossible task? The answer to this question is obviously yes!

This chapter will help to equip the candidates with the necessary skills that will help them to beef up their marks. It is my sincere belief that an average candidate can score good marks if the candidate knows what the examiner expects from him in any given question.

In order to achieve my desired goal of transferring candidates from the 'kingdom of darkness' (failure) to the 'kingdom of light' (success), I intend to draw up an outline of relevant sub-topics and treat them sequentially. These topics are:

1. General Guidelines
2. Aspects of Letters and Essays
3. Types of Letters and Essays
4. Letters
   - Formal Letters
   - Semi – Formal Letters
   - Informal Letters

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GENERAL GUIDELINES

(1) Your letter or essay should not be less than 450 words or far above it. To calculate the number of words you have written, take the average words you write per line and multiply it by the number of lines you have written. The chart below should be your guide:

Length Assessment (450 words)

12 words per line	-	about (38 lines)
11 words per line	-	about (41 lines)
10 words per line	-	about (45 lines)
9 words per line	-	about (50 lines)
8 words per line	-	about (56 lines)
7 words per line	-	about (64 lines)
6 words per line	-	about (75 lines)
5 words per line	-	about (90 lines)
4 words per line	-	about (112 lines)

(2) Generally, your letter or essay should be about 3 passages long particularly if you write between six and seven words per line.

(3) If the language of a question is not clear to you, or you are not sure of what the examiner expects from you or the question is one that requires the use of technical terms, do not answer that question.

(4) When given an indefinite question, you are required to write a minimum of three points. An indefinite question is one in which the number of points the candidate is expected to write is not stated.

eg
Write a letter to your brother in the United Kingdom telling him about some of the happy events that have taken place in your family.

(5) Read good essay books and adopt the style, method or pattern of writing of the writers but do not copy their work even when writing a similar or same topic. You are required to be original in your approach. The positive skills you can acquire from good writers include: creative imagination, the use of rhetorical questions, giving an outline of points and treating them in turn; how to introduce, develop and conclude different types of letters and essays among others.

(6) Your points should be striking. Do not start writing a letter or essay until you have thought of good points that are capable of arousing the interest of the examiners. When your points are striking the examiner may not notice that you failed to cross your t's and dot your i's.
Note: The fact that your points should be striking does not mean that they should be exaggerated or larger than life.

(7) Make judicious use of figurative expressions particularly in essays. The use of figures of speech, proverbs, adage, quotable quotes among others help to add beauty to one's essay. However, do not drag them in unnecessarily because doing so will achieve a contrary result.

(8) Always make an outline of the points you intend to use, before writing a letter or essay. This will check the possibility of forgetting a very important point. Again, it will boost your mark under organization.

(9) Remember to read your essay or letter and make necessary corrections. If you fail to correct your errors, the examiners will do that for you but you will pay a handsome price for that.

(10) I strongly advise that your letter or essay should be written last. This is because the first 15 to 20 minutes of any examination is usually 'tension soaked'. If you start writing a letter or essay this time you will make unpardonable mistakes.
Note: This is strictly a personal advice and does not in any way suggest that a candidate who writes his or her letter or essay first will fail.

ASPECTS OF LETTERS AND ESSAYS

Marks are usually awarded for different aspects of letter, article or essay. These aspects are:

(a)	Content	-	10 marks
(b)	Organization	-	10 marks
(c)	Expression	-	20 marks
(d)	Mechanical/Accuracy	-	10 marks
	Total	-	**50 marks**

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An attempt will be made to discuss each of these aspects in turn. This will help the candidate to know what the examiner expects from him under each heading.

(a) **CONTENT**

This will assess:

(i) Whether your ideas are relevant to the central theme and how well you develop them i.e. whether your points relate to the topic you are given.

(ii) Whether you wrote up to the required number of words (450 words).

(iii) Whether you wrote the required number of points (a minimum of three points) when given an indefinite question.

(b) **ORGANIZATION**

This will assess:

(i) How well you introduce your letter or essay.

(ii) How well you arranged your points i.e. whether your points are sequential.

(iii) Whether your paragraphs are well linked or arranged in a disorganized or disorderly manner.

(iv) Whether your letter or essay is given a suitable conclusion.

Note: It is important that you draw up an outline and possibly rearrange the points (making sure that you are not bringing what should come last first and vice versa) before writing the letter or essay.

(c) **EXPRESSION**

The positive qualities that examiners look for under expression include:

(i) Good control of the English Language.

(ii) Judicious and imaginative use of figurative expression. As stated earlier, the use of idioms, proverbs, adage and so on, help to add beauty to your writing.

(iii) The use of appropriate words and how well they collocate.

(iv) Skilful and sophisticated use of punctuation.

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(v) How well you make use of different sentence types – simple, compound and complex sentences. All your sentences should not be very long or very short. Variation in the use of the different sentence types is required.

(vi) Clarity and appropriateness of style.

(d) MECHANICAL ACCURACY

This covers three main areas:

(a) Errors in grammar

(b) Punctuation errors

(c) Spelling errors

These will be discussed in turn:

(a) Errors in Grammar

(i) Wrong arrangement of adjectives or adverbs.

(ii) Errors of concord e.g. giving a singular verb to a plural noun or pronoun or plural verb to a singular subject.

(iii) Wrong use of modal auxiliary verbs e.g. using 'can' instead of 'could'' 'may' instead of 'might', 'would' instead of 'will'; 'should' instead of 'shall' etc.

(iv) Errors in comparative constructions ***e.g.***
He is taller than me ***x***
He is taller than I ✓

(v) Using a wrong tense

(vi) Wrong use of pronouns or confusion in the use of pronouns

(vii) The use of wrong prepositions

(viii) Failure to include an essential sentence element (e.g. subject, verb, complement).

(ix) Wrong use of subordinators and conjunctions, relatives etc.

(x) Confusion between countable and uncountable nouns.

(xi) Using active for passive or vice versa; intransitive for transitive etc.

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(a) **PUNCTUATION ERRORS**

The following errors are usually ringed:

(i) The use of a small letter for the personal pronoun 'I' ('I' should always be written in capital letter no matter its position in the sentence, provided it is standing alone); the use of a small letter at the beginning of a sentence or a proper noun.

(ii) The wrong use or omission of punctuation marks like the exclamation mark; the inverted comma; the full stop; the question mark.

Note: Both single and double quotation mars (inverted commas) are accepted provide the user is consistent in the one he has chosen to use. Note also that single quotes is British while double quotes is American.

(iii) Failure to use a comma to separate items in a list of words, phrases or clauses; using a comma between adjective and noun, verb and adverb, subject and verb; subject and object, verb and complement etc.

Note: To avoid making mistakes in the use of punctuation marks, study and master the various punctuation marks and their uses.

(b) **SPELLING ERRORS**

Each spelling mistake is usually ringed but a repetition of the same spelling error is usually not ringed. Examiners accept both American and British spellings provided the candidate is consistent in his use of American spelling or the British spelling.

Note: Do not use a word you know you can't spell correctly.

TYPES OF LETTERS AND ESSAYS

Most of the essays, articles or letters that are given in the SSCE and similar examinations come in any of the following forms:

i. Discussions
ii. Narrations
iii. Descriptions
iv. Arguments or Debates
v. Exposition

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These will be discussed in turn:

1. **DISCUSSIONS**

How to identify it

(i) Any question that asks for the causes, or effects or the solutions to a problem calls for a discussion.

(ii) If a topic does not expressly ask for the causes, effects or solutions but cannot be treated without talking about the causes or the effects or solutions, that topic will be one that calls for a discussion.

A discussion usually takes one of the following forms:

General Discussions

1. A question that does not specifically restrict you to an aspect of a discussion (causes, effects or solutions) is a general discussion. In these types of discussions equal attention should be given to all the aspects e.g. You have been invited to participate in an essay competition and the topic is 'Inflation in my country'. Write your entry.

2. Questions that call for only the causes of a problem ***e.g.*** Write an article for publication in a National Newspaper on some of the causes of the yearly mass failure in public examinations.

3. Questions that call for only the effects of a problem ***e.g.*** Write an essay on: 'The effects of drug abuse on the People of my country.'

4. Questions that call for only the solutions to a problem ***e.g.*** Write a letter to the Minister of Education suggesting ways of checking examination malpractice in Nigeria.

5. Questions that combine any two of causes, effects and solutions ***e.g.***
Write an article for publication in a foreign magazine on some of the causes of infant mortality and the probable solutions to the problem.

Note: Although all the questions above call for discussions, the steps to be followed will be different. Therefore, we shall take the forms of a discussion one after the other and the steps to be taken in each form.

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(1) [illegible]

[illegible]

i. [illegible]

- Define the topic before discussing it, but if you are not sure of your definition do not define.
- Instead of a definition, give a statement that will inform the examiner the angle from which you intend to view the topic or a statement that will reveal the dimension that the topic has taken.

ii. Discuss a minimum of **three causes** of the problem in well-linked paragraphs.

iii. Discuss **the effects** of the problem in well-linked paragraphs.

iv. Suggest **solutions** to the problems you have identified.

v. Draw your **conclusion.**

Note: The simple formula for these steps is **SC – ESC** meaning: **S**-State the Problem; **C**-causes; **E**-effects; **S**-Solutions and **C**-Conclusion.

(2) QUESTIONS THAT CALL FOR ONLY THE CAUSES OF A PROBLEM

Steps to follow

i. State the problem in the first paragraph.

ii. Discuss five causes of the problem (a minimum of three causes) in separate paragraphs and in detail.

iii. Discuss briefly the effects of the problem in one short paragraph (let the examiner know the reason for including the effects since the question calls for only the causes). ***e.g.***
Although the question bothers essentially on the causes of inflation, I think a discussion of this nature would be incomplete if I failed to mention briefly the effects of this problem.

iv. Suggest solutions to the problem in one short paragraph (Give the reason for bringing in the solutions to the problem).

v. Conclusion

Note: *When a question restricts you to the causes of a problem, while it is necessary to bring in the effects and solutions briefly for the purpose*

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of completeness, the bulk of the discussion should be centred on the causes.

(3) QUESTIONS THAT CALL FOR ONLY THE EFFECTS OF A PROBLEM

Steps to follow

i. State the problem and its causes in one paragraph (Give the reason for bringing in the causes before the question you are asked, which is the effects).
ii. Discuss five of the effects of the problem in separate paragraphs. (A minimum of three effects).
iii. Suggest the probable solutions to the problem in one paragraph. (This is for the purpose of achieving a complete discussion).
iv. Draw your conclusion.

(4) QUESTIONS THAT CALL FOR ONLY THE SOLUTIONS TO A PROBLEM

Steps to follow

i. Briefly state the problem in one short paragraph.
ii. Discuss briefly the **causes** and **effects** of the problem in a short paragraph. (Do not forget to give the reason for including the causes and effects since the question calls for only the solutions. e.g.
A cursory look at this question reveals that it calls for the solutions to a problem. However, a discussion of it will be a difficult one if not an impossible task if the causes and effects of the problem are unknown.
iii. Discuss five of the solutions to the problem in separate or distinct paragraphs.
iv. Conclusion.

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(5) QUESTIONS THAT COMBINE ANY TWO OF THE CAUSES, EFFECTS AND SOLUTIONS

Steps to follow

i. State the problem.
ii. Discuss in detail the two aspects that are emphasized in the question.
iii. Discuss in one short paragraph the aspect that is not emphasized (for the purpose of completeness).
iv. Conclusion.

Note generally that every discussion must have statement of the problem, causes, effects, solutions and conclusion. However, in approaching these questions, emphasis should be laid on the aspect(s) that the candidate is restricted to.

NARRATIONS

Narration is simply the art of story telling. In narrative essays, the candidate is charged with the enormous task of relating an incident or event as an eye witness would i.e. The narrator is required to give a clear picture of past occurrence.

Each of the following questions will call for a narration:

1. Write a story in your School Magazine beginning or ending with the sentence: I wish I had never met the man.
2. Tell a story which ends with the words '... and I have had to live with this stigma for the rest of my life'.
3. Narrate a story or an experience you have had or heard about which illustrates the saying: 'You reap what you sow' OR 'One good turn deserves another' OR 'Once bitten twice shy' OR 'Uneasy lies the head that wears the crown'.

There are no definite steps to follow when writing a narrative essay since it is a story-telling exercise.

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However, the following rules should be borne in mind by the candidate who seeks to do well in narrative essays.

1. Your story should have a title. This will give the examiner advanced information on what to expect in the body of the essay as well as affording the candidate the opportunity of breaking the topic into relevant points.

2. Endeavour to narrate your story in the order in which the events took place. Failure to do this will affect your marks under Organization.

3. Narrate a story that is interesting and convincing. Think of a story that is capable of winning the examiner's heart. However, your story should not be one that will be difficult to believe.

4. When asked to narrate a story to illustrate or prove a saying, proverb or adage, it is important that you give the meaning of the saying, proverb or adage before narrating a story to prove it. Again, the story told, must be able to prove or illustrate the given topic.

5. When asked to narrate a story or an experience, do not narrate more than one story or experience. If you do, only the first story or experience will be marked. However, if the question asks for the experiences you had, then you are required to write a minimum of three experiences.

6. People who are creative in the realm of imagination do better in narrative essays. To develop the skill of writing good narrative essays, read good novels, storybooks, magazines, newspapers, and watch movies.

7. When you are asked to begin or end a story in a given or prescribed form, do not end it in another form (Paraphrased form) even if the form you are adopting conveys the same information. Again, in such questions, you have a choice of either starting the essay with the given form or ending it with the form. You cannot begin and end your narration with the same form.

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ARGUMENTS (DEBATES)

An argumentative essay or debate is one in which a debater is required to give reasons for or against something with the aim of persuading somebody (the opponent) to share his own opinion.

The following topics will call for arguments:

1. You are a speaker in an inter-school debate on the topic: 'It is better to attend a school near your home than one outside your neighbourhood'. Write your speech for or against the proposition.
2. As your contribution to a debate, write arguments for or against the proposition: 'We are happier than our fore-fathers'.
3. The Debating Society of your school is organizing a debate on the topic: 'Co-education should be abolished' OR 'Capital punishment should be abolished'. Argue for or against the proposition.

HINTS

1. It is conventional in arguments or debates to greet or recognize the people present before starting one's argument. The recognition of the people present should be done in their order of importance. The arrangement can be done horizontally or vertically, e.g.
   Mr. Chairman,
   Panel of Judges,
   Moderator,
   Distinguished Guests,
   Accurate Timekeeper,
   Co-debaters,
   Ladies and Gentlemen.
2. State whether you are arguing for or against the topic. 'To argue for' means to support the proposition while 'to argue against' means to oppose it.
3. Define the topic of the debate. However, if the topic is one that does not call for a definition, do not bother to define.
4. Give about five points (a minimum of three) to support your view. Your points should be cogent and compelling so that you can win the heart of the Panel of Judges. The points you are giving should be arranged in well-developed sentences and paragraphs. The points or paragraphs should be linked with such words or expressions as: First; To start with; Moreso; Furthermore; In addition; Finally; In conclusion etc.

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5. Think of some of the possible points that your opponent is likely to raise; then present stronger points that would render your opponent's points entirely wrong or weak. Therefore, the greatest asset of a debater is the presence of mind coupled with ability to read his opponent's mind e.g. I know my opponent would want to argue that Co-education is largely responsible for unwanted pregnancies among teenage girls. The question then is: What about those teenage girls that never went to school let alone attend mixed schools that become pregnant? Is it Co-education that is responsible for the pregnancy? Aha! I can see my opponent laugh; a clear indication that he knows that teenage pregnancy is not a product of Co-education but rather that of moral bankruptcy.
6. Do not engage in warfare when involved in an argument or debate. There fore, in presenting your points, avoid the use of abusive or derogatory words.
7. Before concluding your argument, it is important that you make a statement to the effect that you have been able to convince the Panel of Judges and the listening audience that you hold a better opinion and that Judgement should be given in your favour. This is important because you can not be given what you did not ask for.
8. The last paragraph should be your conclusion. It should be summary of all the points or ideas you raised in the body of the essay.
   Note: Avoid the use of such expressions as 'with these few points of mine...' because the word 'few' suggests 'not enough'.

DESCRIPTIONS

A descriptive essay is one that requires the writer to give a clear picture of something in words. When a question makes a demand for the description of a scene, an incident, a school or a person, it is a descriptive essay.

The following questions will call for descriptions:

1. You have been invited to participate in an essay competition on the topic: 'My school'. Write your entry.
2. Write an article suitable for publication in your school magazine on the topic: 'The Game I Like Best' OR 'My Best Friend'.
3. Write a letter to your friend in Jos telling him how the naming ceremony of your nephew was organized.
4. Write a letter to your father in the village, describing to him how he can get to your place in Lagos.

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The following steps should be taken when writing a descriptive essay:

1. Who/what are you describing?
   This requires that you reveal the identity (name) of the person or thing you are describing ***e.g.***
   MY BEST FRIEND
   For close to two decades that I have lived on this planet earth, I have had interactions with countless people and during my interactions I have equally made a good number of friends. However, if I am asked the question: 'Who among these friends is closest to you? I will not hesitate to call the name Ernest Aguele.

2. Where can one find the person or thing you are describing? e.g. My Friend, Ernest Aguele lives at No 7, Church Road, Opposite Idemudia Publishing Company, G.R.A. Benin – City, Edo State.

3. What does the person or the thing you are describing look like?
   This requires you to describe the physical features of the person or thing in question e.g. Ernest Aguele has striking looks. He is a handsome young man. He is about five feet, three inches tall, fair-complexioned and gaptoothed.

4. What are the good qualities of the person or thing you are describing? i.e. Why have you chosen that person as your best friend or that game as your favourite or best game? E.g. Ernest Aguele is one in a million. He is humane, pain-staking, assiduous and above all, an epitome of diligence. He is not a fair weather friend but rather a friend that sticks to you through thick and thin.

5. What are the bad qualities, weaknesses, or disadvantages of the person or thing in question?
   This is important for your essay to be balanced. However, your points here should not carry more weight than those treated under the good qualities. e.g. One major weakness of my friend is that of procrastination. 'Procrastination', they say, 'is the thief of time'. More often, he delays too much before taking decisions or actions that require urgent attention.

6. **CONCLUSION**
   Every letter or essay should have a conclusion. This should be a summary of the points or ideas expressed in the body of the letter or essay. e.g. Although Ernest is known for procrastination, I still choose him as my best friend because perfection they say, is not a human attribute, but God's. No man is infallible; we are all bound to making mistakes.

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EXPOSITORY ESSAY

There is a thin line between descriptive essays and expository essays. While a descriptive essay requires the writer to describe a particular thing and stop there, the expository essay places on the writer a more heavy task of giving a full explanation of the thing in question so that the reader is left with no doubt about what distinguishes the particular topic from other types.

Perhaps the distinction between descriptive and expository essays will be made clearer by looking at the following essay topics:

i. Write an essay on 'The Traditional Marriage Ceremony of my elder sister'.
   Here, the writer is restricted to the description of how a particular traditional marriage ceremony was organized and nothing more. Therefore, the topic is clearly a descriptive essay.

ii. Write an essay on 'Traditional Marriages in Nigeria'
   Here, the writer is not restricted to the Traditional Marriage he has witnessed before but traditional marriages generally. The writer is required to tell what one can find in every traditional marriage. This topic is therefore an expository essay.

LETTER WRITING

There are three main types of letters:

i. Formal Letters
ii. Informal Letters
iii. Semi-formal Letters

These will be discussed in turn:

FORMAL LETTER •

This is also called a business or an official letter. This includes letters to the press; application for employment; letters to a Minister; Governor; Chairman or Councilor of Local Government, Chairman, P.T.A. of a school et cetera. In a nutshell, any letter written to any person for office or business reason is a Formal Letter.

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REQUIREMENTS

1. Formal Letters require two addresses – the writer's address and the address of the addressee. The writer's address is usually written at the right-hand top corner of the booklet while the addressee's address comes immediately after the writer's address at the left hand corner. The address can be written in block (straight - line) form or in slanting form. The first letter of each word in both addresses should be written in capital letters; a comma should come after each line and a full stop at the end of the address before the date. A comma should be used after the month and a full stop, after the year. The 'st', 'nd', 'rd' or 'th' in the date should be written on the same line with the date and not written up.

   Note: Do not write your address in capital letters. Although, you are permitted to use any address (real or imaginary), it should be one that is feasible or believable.

   Always write the date you are writing your examination. If the letter is going outside the state, include the state, if it is going outside the country, include the country.

The format is shown below:

9. Otabor Street,
Oza-Nogogo,
Agbor,
Delta State.
5th October, 2005.

The Manager,
Oscar Chess Limited,
44, Osawinorghe Road,
Port-Harcourt,
River State.

Dear Sir,

APPLICATION FOR THE POST OF A SALESMAN

_____

_____

_____

Yours faithfully,

Omoigberale Blessing

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2. The salutation comes immediately after the addressee's address. It is usually written by the margin i.e. no paragraph should be given before writing it. The possible salutations are:
Dear Sir,
Dear Madam,
Dear Sir/Madam,

Note: The 'D' in 'Dear' and the 'S' or 'M' in 'Sir' and 'Madam' respectively are in capital letters. A comma should be used after the salutation.

3. The topic or title of the letter comes after the salutation. Every formal letter must have a topic or title. This will enable the receiver to have a glimpse of what is written in the body of the letter and to know the department to send the letter to particularly in big establishments. The title can be written in capital letters or in small letters. If written in capital letters do not underline it but it should be underlined if written in small letters. The title should be framed from the question and should be short. The title should be written in a paragraph and if a line does not take it, the second line should begin directly under where the first line started i.e. Do not go to the margin to begin the second line.

Note: If a question has two or more aspects, do not bother to bring in all the aspects when giving the question a topic or title. The first aspect of the question will suffice.

4. The introductory paragraph comes after the topic or title. It should give the reader an idea of what to expect in the body of the letter or what the letter is all about. Do not ask of the addressee's state of health or his personal affairs. If the letter in question is an application for employment, the introductory paragraph should make reference to the publication in which the said job was said to be vacant.\

5. If the letter is an application for employment, the following information will be required (where necessary) from the writer: Age, Sex, Local Government/State of origin, Language, State of health, Qualification(s), past working experience(s), referees, et cetera.

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6. The language of the letter should be strictly formal. There should be no trace of familiarity at all with the addressee. The use of colloquial expressions or slang should be totally avoided. Again, no abusive or derogatory words should be used.

7. Avoid all forms of abbreviations and contractions of words. You are required to spell out your words in full. Do not write words like can't, isn't, I'm, I've, b/w, etc., e.g., won't and so on in formal letters. However, words that are universally recognized when abbreviated such as P.M.B. P.O., UNO, PLC, LTD and so on are permitted to be abbreviated.

8. The ideas in the letter should be logically presented in well-linked paragraphs. A paragraph should have a link with another paragraph and this can be done by the use of such words as: Top on the list; To start with; First; Furthermore; In addition; Similarly; In the same vein; In Conclusion; Finally; To draw the curtain etc.
Note: Although there is no required number of lines that a paragraph should have, it is advised that it should not exceed 12 or 13 lines. Again, the gap from the margin that shows the beginning of the first paragraph should be relatively equal in all the subsequent paragraphs.

9. If the letter is one that requires a reply, **do** not forget to express your anticipation to receive it e.g. I am looking forward to receiving your letter at your earliest convenience.

10. End your letter with Yours faithfully or Yours truly.
Note: The 'Y' in 'Yours' is capital while the 'f' in 'faithfully' and the 't' in truly are in small letters. There should be no apostrophe before or after the 's' in 'Yours'. Note also that your signature is required before your full name (Surname First) ***e.g.***

Yours faithfully,

Omoigberale Blessing

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INFORMAL LETTERS

Another name for informal letters is private letters. It is undoubtedly the commonest type of letter. This is the type of letters we write to people that are close to us. Informal letters include letters to one's parents, uncle, aunt, niece, cousin, nephew, friends (including pen friends), son, daughter, wife, husband, et cetera.

REQUIREMENTS

1. Only the writer's address is required i.e. the address of the addressee is not needed. The rules for writing an address stated under the formal letter also apply here.

2. The following greetings or salutations should be used where appropriate:
   Dear Brother,
   Dear Sister,
   Dear Mother,
   Dear Father,
   Dear Uncle,
   Dear Joy,
   Dear Segun,
   My darling wife,
   My dearest husband,
   Etc.

   Note: The salutation ends with a comma and it should be written by the margin.

3. Informal Letters do not require any topic or title.

4. The introductory paragraph comes after the salutation. The addressee should be able to know what to expect in the body of the letter after reading your introduction. Do not begin your letter with religious sentiments and unending pleasantries such as: Calvary greetings in the name of our Lord and Saviour Jesus Christ OR I hope you are swimming in a good atmospheric condition, if so glory be to God in the highest (Amen). The danger in using these introductions is that they may not appeal to the sentiments of the examiner.
   Note: This does not suggest that you are forbidden to ask of the state of health of the addressee because if that is missing in any informal letter, then the letter will cease to be informal.

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5. If the letter is a reply to another letter, you are required to acknowledge the receipt of the letter in the introductory paragraph before moving ahead to discuss the issues at stake.

6. The language of the letter should show some familiarities or intimacy with the addressee. It is believed that the addressee is well known to the writer and this intimacy should reflect in the writer's diction.

7. Abbreviations and contractions of words such as: didn't, I've, can't, isn't, won't, shouldn't etc are accepted in informal letters. The use of colloquial expressions and slang if well applied is also accepted.

8. Like formal letters, the points and paragraphs should be well linked and logically presented. There should be variation in the use of short and long sentences but the latter should be more pronounced.

9. There should be a conclusion and this is usually the last paragraph of every letter. The conclusion should be a summary of the relevant points or ideas in the body of the letter. Do not forget to also express your eagerness to receive a reply to your letter if it is one that calls for a reply.

10. Your letter should end with the following subscriptions:

Yours sincerely,
Yours affectionately,
Yours ever,
Your son,
Your daughter,
etc.

Note: Only your first name is required after the subscription and there should be no signature before it. ***e.g.***

Yours sincerely,
Osemudiame.

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SEMI-FORMAL LETTERS

Letters that have the elements of both the formal and the informal letters are called the semi-formal letters. They are letters written to people who are neither too close nor too far from us.

Semi-formal letters include: Letters to the friends of one's parents; Letters to a distant relation; letters to one's Pastor/Imam etc.

REQUIREMENTS

1. Only the writer's address is required.
2. The following salutations or greetings should be used.
   Dear Sir,
   Dear Mrs. Gibson,
   Dear Mrs. Ogbebor,
   Dear Miss Osarume,
   Dear Pastor Alugwe,
   Dear Uncle Thomas,
3. Semi-formal letters like informal do not require any topic or title.
4. The greetings should be brief since you are writing to a person that is neither too far from you nor intimate. The greetings should not involve an unnecessary probe into the addressee's family lives.
5. The language of the letter should share a middle ground between formality and informality. However, the use of colloquial expressions, slang, and cracking of unnecessary jokes should be avoided.
6. Your letter should be direct to the point. The points should be well linked and logically presented in well-arranged paragraphs.
7. The possible subscriptions are:
   Yours sincerely; Yours ever; Yours affectionately; etc.
   Note: No signature is required after 'Yours sincerely' but your full name (Surname first) should be written. ***e.g.***

   Yours sincerely,
   Omorodion Clement.

TOPIC 34

COMPREHENSION (SSCE-WAEC & NECO)

Unlike Letters and Essays that have always posed a lot of problems for candidates, a candidate can score nearly all the marks in Comprehension especially when the candidate knows what to expect and prepares adequately for them.

A survey of past questions reveals that questions under Comprehension cut across the following topics:

1. Replacement of Words
2. Figures of Speech
3. Grammatical Names/Functions
   - Finite and Non-Finite Verbs
   - Phrases/Clauses
   - Adjectival Phrase/Clause & Functions
   - Adverbial Phrase/Clause & Functions
   - Noun Phrase/Clause & Functions
4. General Questions

These will be discussed in turn:

REPLACEMENT OF WORDS

QUESTION: For each of the following words or phrases, find another word or phrase that means the same and can replace it as it is used in the passage: (i) indisputably; (ii) row;
(iii) helter-Skelter; (iv) a tremendous; (v) area; (vi) approach;
[WASSCE JUNE 1999 Q. 7(g).

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RULES FOR REPLACEMENT

(1) Do not use more than one word or phrase to replace a word or phrase underlined in the passage. ***e.g.***

Indisputably – undoubtedly ✓ (one word)

Indisputably – undoubtedly, certainly, unarguably ✗ (Three words)

helter – skelter – in a disorderly manner ✓ (one phrase)

helter – skelter – in a disorderly manner, in disarray, in a disorganized manner ✗ (Three Phrases).

Note: There is actually nothing wrong in using more than one word so long as they are all correct. But in a case where one of the words supplied is wrong, everything is marked wrong.

(2) Maintain the tense and part of speech of the word or phrase you are replacing i.e., a noun should be replaced with a noun; a singular verb with a singular verb; plural verb with a plural verb; present continuous with present continuous; past-tense with past tense, et cetera. ***e.g.***

i.	amazing	-	surprising ✓	surprise ✗
ii.	amazed	-	surprised ✓	surprise, surprising ✗
iii.	thoroughly	-	completely ✓	complete ✗
iv.	receives	-	gets ✓	get ✗
v.	receive	-	get ✓	gets ✗
vi.	careers	-	professions ✓	profession ✗

(3) Do not forget the position of the word you are replacing in the sentence. If the word to be replaced begins with a small letter, use a small letter to begin the word replacing it. Again, if the word to be replaced begins with a capital letter; a capital letter should be used to begin the word replacing it. ***e.g.***

(i) Life has been made easy by the advanced countries of the world.

advanced	-	developed ✓
Advanced	-	Developed ✗

(ii) Amazed by the news, Eze ran to call his parents.

Amazed	-	Astonished ✓
amazed	-	astonished ✗

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(4) The word used to replace another in a passage need not be the dictionary meaning of the word. It is the contextual meaning that matters and not the dictionary meaning. Therefore to determine the meaning of a word, it is important that you find out how the word was used in the passage.

Note: The dictionary meaning of a word will be marked wrong if it cannot fit into the context. ***e.g.***

(i) Perhaps, most surprising is their (the black ant) high sense of understanding the weather and the climate. They (the black ant) are just like men in this <u>area</u>. (June '99)

area – the extent or measurement of a surface ✗ (dictionary meaning)

area – a part or region of the world; a subject, range of activity ✗ (dictionary meaning)

area - aspect ✓
regard ✓
respect ✓
sense ✓

Note: 'aspect', 'regard', 'respect' or 'sense' is not the dictionary meaning of 'area' but each of them can function as the contextual meaning of 'area'.

(ii) As they (the armed robbers) were forcing their way in, Obinwa aimed at their leader and brought him down with a loud <u>report</u> (June '93).

report - a spoken or written account ✗ (dictionary meaning).
report - noise ✓
shout ✓
cry ✓

Note: None of these three words is the dictionary meaning of 'report' but each of them is the contextual meaning of 'report'.

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(5) The word or phrase used to replace another in the passage must fit in perfectly. Therefore, it is important that you take the word or phrase you intend to use for the replacement to the position in the sentence where the word or phrase to be replaced is. Then, read the sentence with the new word or phrase and see if it fits in perfectly. ***e.g.***

1. All hands must be on deck to up – lift this country.
   up-lift – elevate ✓
   up-lift – to elevate ✗

Note: 'to elevate' is wrong because when used to replace 'up-lift' in the sentence above, the sentence will read: All hands must be on deck to elevate this country.

2. An enormous sum was spent on the project last week.
   enormous - immense ✓
   enormous - large ✗

   Note: 'large' is wrong because it is coming after 'An'. 'An' should be followed by a word that begins with a vowel and not a consonant.

(6) Number your answers according to how the questions are numbered. If Roman Figures are used, do not use letters.

FIGURES OF SPEECH/SOUND

A Figure of Speech is a word or phrase used for vivid or dramatic effect. It is often used to add beauty or colour to any write – up. A writer describes figures of speech as the salt, magi cubes, onions, pepper, oil etc. with which a delicious pot of soup is prepared. Figures of sound are those that give the sound of things. The most important ones are as follows:

1. **SIMILE**

This is an indirect comparison of two things using **'as'** or **'like'.** For an expression to be a true simile, the two things being compared must not be of the same kind e.g.

(i) She is as dirty as a pig.
(ii) Seki fought like a lion.
(iii) Lekan eats like a monkey.
(iv) Betty is as black as charcoal

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2. METAPHOR

This is a direct comparison of two things. It does not make use of **'as'** or 'like' but rather metaphor works with the principle of equation in which one thing is equated with another. Any statement that carries a meaning that is different from the ordinary or literal meaning for which it is known is also said to be metaphorical. ***e.g.***

(i) She is a pig (she is = a pig)
(ii) Seki was a lion in the fight (Seki was = a lion in the fight)
(iii) Life is but a walking shadow (Life is = a walking shadow)
(iv) You are the salt of the earth and the light of the world. (You are = salt and light).

NB: *Any word that has another meaning apart from the common meaning is also a metaphor* e.g. eat, naked, flood, forest etc.

3. PERSONIFICATION

To personify means to treat something as if it were a human being. *Personification* is used when we give a human quality or attribute to a *non-human* being or inanimate object. ***e.g.***

(i) The bright sun continued to smile.
(ii) The early arrival of morning...
(iii) The doors complained of tiredness after working for twenty-four hours without any break.

4. EUPHEMISM

This is used when we express or present unpleasant words (expressions) in a pleasant or polite way.

(i) She is a woman of easy virtue ('woman of easy virtue' is used to replace 'prostitute' which is unpleasant).
(ii) Esila is a light-fingered fellow ('light-fingered fellow' is used to replace 'a thief' which is unpleasant).
(iii) I am going to the comfort station ('comfort station' is used to replace 'toilet' which is unpleasant).

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5. **OXYMORON**

This is used when we place two opposite or contrasting words side by side in a sentence. ***e.g.***

(i) Mr. Paul is a holy sinner.
(ii) The woman shed joyful tears when she found her missing son.
(iii) It was a painful laughter.
(iv) The matter is now an open secret.
(v) Women are necessary evils.

6. **METONYMY**

This is used when we describe or represent one thing by something closely connected or associated with it. The use of office, symbol, post or position to represent a human being is also metonymy.

(i) The crown will soon be with us (The King).
(ii) The grey hairs in my village are many (The old people).
(iii) The pen is mightier than the sword.
(Education is stronger than power).
(iv) The sceptre shall not depart from Judah.
(Kingship or rulership)

7. **HYPERBOLE**

This is an overstatement or exaggeration. It is used when a thing is presented in a form that is greater than what that thing is in actual life. Hyperbole is normally used for the purpose of emphasis.

(i) I give you a million thanks for all that you have done for me.
(ii) My younger brother ate a basin of fried rice alone when he returned from school.
(iii) The president of my club is ten feet, two inches tall.

8. **LITOTES**

This is the opposite of hyperbole. It is an understatement and it is used when we present something in a lesser form than what that thing is in real life. It can sometimes be recognized by the use of double negative ('not' and 'un') or the use of 'no'.

(i) It is not ungodly to own a television.
neg. neg.
(It is godly).
(ii) I am not ungrateful (I am grateful)
neg. neg.
(iii) It was no easy matter (It was a complex matter).
neg.
(iv) This girl is not bad (She is Pretty)
neg. neg.

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9. **SYNECDOCHE**

This is used when we represent a whole thing by a part of it or represent a part of a thing by the whole of it. ***e.g.***

(i) Every ear that hears it will tingle.
(ii) All hands must be on deck to complete this project.
(iii) All eyes were on me on my wedding day.
(iv) Nigeria defeated Ireland last week.
(Nigeria/Ireland (whole) representing eleven players from each country). (Part).

10. **APOSTROPHE**

This is used when we address an absent person or personified object as if present and listening. It can sometimes be recognized by the use of 'O' or exclamation mark (!).

(i) Sun, stand thou still upon Gibeon and thou, moon in the valley of Ajalon (Joshua 10:12).
(ii) Stars, hide your fires! Let not light, see my black and deep desires (Macbeth).
(iii) O incomprehensible God!

11. **CLIMAX**

This is the arrangement of ideas or events in an ascending order i.e. from the lowest to the highest or from the mild to the most serious or from the smallest to the biggest.

(i) Shina bought a pen, a book and a car.
(ii) I came, I saw, I conquered.
(iii) Nnamdi lost his job and his life the same day.

12. **ANTI-CLIMAX**

This is the opposite of climax. It is the arrangement of ideas or events in their descending order I.e. from the highest to the lowest or from the most serious to the mild or from the biggest to the smallest.

(i) Shina bought a car, a book and a pen.
(ii) I conquered, I saw, I came.
(iii) Nnamdi lost his life and his job the same day.

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13. IRONY

This is used when one says a thing but mean the opposite of what he has said. Here, a fact is expressed indirectly such that the interpretation to be given to it will be the opposite of the fact expressed. Irony is used in order to be amusing or to give something emphasis.

(i) John is a well-behaved man and that is why no sane woman would ever think of marrying him (John is not well-behaved).

(ii) You all know how friendly we are with the people of Okperi. Do you think that any Umuaro man who goes to prison there will come back alive) (Arrow of God) (The people of Umaro and Okperi are not friends).

14. ALLITERATION

This is the repetition of constant sounds of same letter at the beginning of two or more words in succession. Its effect is that it makes a piece of writing musical and rhythmical.

(i) Send Sule to Surulere to sell salt.
('S' sound alliterates)

(ii) Femi fried five fresh fish for Funmi last Friday.
('F' sound alliterates).

15. PARADOX

This is a statement which seems to be foolish, absurd or senseless but which contains an element of truth or becomes meaningful or sensible when given a second thought.

(i) The child is the father of the man.

(ii) More haste, less speed.

(iii) Their great strength is also in their weakness (WAEC)

16. ANTITHESIS

Antithesis is the placing together of opposing clauses or ideas in order to show a contrast.

(i) United we stand; divided we fall.

(ii) To err is human; to forgive divine.

(iii) Speech is silver; silence is gold.

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17. ONOMATOPOEIA

This is the combination of sounds in a word that resembles or suggests what the word refers to. In other words, it is used when a word or group of words suggests the sound it represents.

(i) It is drumming hard here (J.P Clark's 'Night Rain').

(ii) The neigh of horse; the murmuring of bees; the bleating of a sheep.

18. PUN

This is a deliberate play on words which have the same sound but carry different meanings.

(i) It is better late than be late.
There is a play on the word 'late'. The first 'late' means 'after the usual or expected time' while the second means 'no longer alive'.

(ii) You have shoes made of nipple soles but I have a soul of lead.
There is a play on the words 'sole' and 'soul'.

(iii) When my wife returned from her trip to the U.S., she was weak for one week.
There is a play on the words 'weak' and 'week'.

19. ASSONANCE

This is the repetition of vowel sounds. In assonance, the consonant sounds are different while the vowel sounds are alike.

(i) You had better take your cake now.
(/ei/ sound assonates)

(ii) You stood for some time before you took the book.
(/u:/ sound assonates).

FINITE AND NON-FINITE VERBS

This topic is treated here to enable the candidate to have a firm grasp of grammatical names. Without the knowledge of finite and non-finite verbs, the candidate may find it difficult to distinguish phrases from clauses.

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FINITE VERBS

The word 'finite' means limited. A verb is finite when it shows tense or agrees with the subject of the sentence is person and in number. Finite verbs are the verb elements of the sentence.

From the definition, it is quite obvious that finite verbs have the following characteristics:

1. They show tense

   A finite verb is one that is capable of changing from one tense to another. ***e.g.***

   Eddie sings well

   ↓

   Eddie sang well

   Eddie is singing well

   Eddie was singing well

2. They agree with the subject of the sentence in person.

   When the subject of a sentence is changed form 1st person to 2nd person or from 2nd to 3rd any verb in the sentence that will change from singular to plural or vice-versa is finite. ***e.g.***

I	go	there to	buy	and	sell goods
1st person	p.v		p.v		p.v
He	goes	there to	buy	and	sell goods
3rd person	s.v		p.v		p.v
You	go	there to	buy	and	sell goods
2nd person	p.v		p.v		p.v

Note: When the subject of the sentence changed from 1st person (1) to 3rd person (He) and from 3rd person to 2nd person (You) only one of the three verbs (go) reflected the change. The verb 'go' is therefore the finite verb in the sentence.

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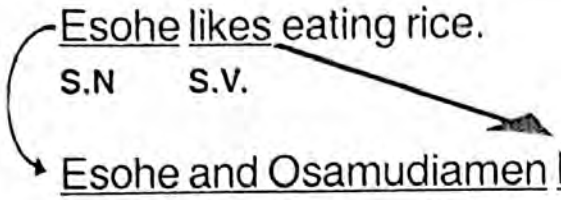
3. They agree with the subject of the sentence in number.
When the subject of a sentence changes from singular number to plural number or vice-versa, any verb that will change from singular to plural or vice-versa is finite ***e.g.***



Note: 'likes' changed into 'like' (P.V) when the subject changed from singular number to plural number, 'Likes' is therefore a finite verb.

4. Finite verbs are the verb elements of the sentence.
Finite verbs are the verbs that show agreement with the subject of the sentence. These verbs that show such agreement are called the verb elements.

NON-FINITE VERBS
CHARACTERISTICS

1. Verbs that have 'to' before them (The infinitives e.g. to sell, to buy; to read; to pray; to preach; to steal).
2. Verbs that have '-ing' ending e.g. selling, buying, praying, preaching, teaching.
3. Verbs that have '-ed' ending (at the initial position).
   Shocked to the marrow…
   Deceived by her husband.
   Slapped by his parents.
4. Verbs that have '-en' ending
   Driven by lust…
   Shaken by the wind.
5. Non-finite verbs do not show tense. Oghogho wants to preach (The verb 'wants' shows tense (finite) while 'to preach' is its object.
6. Non-finite verbs are not the verb elements of the sentence. They do not show agreement with the subject of the sentence i.e. when there is a change in the subject whether in person or in number, non-finite verbs will not reflect the change.

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PHRASES

A phrase is a group of words that forms part of a sentence but which has no finite verb or any verb at all in it.

CHARACTERISTICS

1. **To + a verb**
   (i) To eat bread
   (ii) To sell goods.
   (iii) To trek every day.

2. **Verbs that have '-ing' ending**
   (i) Manouvring a tanker
   (ii) Eating in the dream.
   (iii) Selling contraband goods.

3. **Verbs ending in '-ed'** (at the initial position)
   (i) Starved for disobedience.
   (ii) Pushed to the wall.
   (iii) Deceived by her husband.

4. **Verbs ending in '-en'**
   (i) Beaten a number of times.
   (ii) Driven by greed.
   (iii) Given an indefinite suspension

5. **No verb at all**
   (i) A candidate in an examination hall.
   (ii) In the morning.
   (iii) With all his strength

Note: You will observe that most of the points discussed under non-finite verbs were repeated under phrases. The reason is that any group of words that have a non-finite verb is a phrase.

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CLAUSES

A clause is a group or collection of words that has a finite verb but makes no complete sense ***e.g.***

(i) When you enter an African compound.
(ii) Before I could say anything else.
(iii) Which had probably been lying forgotten for months on his cupboard.

Note: The kinds of clauses (main and subordinate) are not discussed here because the essence of treating clauses under comprehension is only for the purpose of identifying grammatical names.

GRAMMATICAL NAMES/FUNCTIONS

ADJECTIVAL PHRASE/CLAUSE & FUNCTION

HINTS:

1. Adjectival Clause is also called Relative Clause.

2. Adjectives usually answer the question 'which'?' ***e.g.***
   "Give me the pen." Which pen?
   "Give me the black pen"
   adj.
   "Give me the pen that is on the floor.
   adj. clause

3. Adjectival Phrase or clause does the work of an adjective i.e. it qualifies a noun or a pronoun.

4. Adjectival Clauses are usually introduced (joined to the main clause) by relative pronouns or pointers such as who, which, that, whose or whom. Adjectival phrases on the other hand are usually not introduced by relative pronouns or pointers.

5. Most times, the noun or pronoun, which the adjectival clause qualifies, comes immediately before the clause (the underlined part). In adjectival phrases, the noun or pronoun being qualified are most times (not all times) found after the underlined part. ***e.g.***
   I saw the boy that was slapped yesterday
   adj. clause
   note: The noun 'boy' is being qualified and it comes immediately before the adjectival clause.

6. The fact that the underlined part is introduced (joined to the main clause) by a relative pronoun is not a conclusive proof that it is an adjectival clause. This is because these relative pronouns or pointers can also introduce adverbial clauses and noun clauses. The following points will help to distinguish adjectival clauses from other clauses when introduced by the aforementioned pointers.

(a) 'Whose' can be used to introduce an adjectival clause and a noun clause. However, if the last word before 'whose' is a noun, it is an adjectival clause but if the last word before 'whose' is a verb, it is a noun clause ***e.g.***

I stood up and moved towards the
Principal <u>whose outstretched hand held a fat book</u>
Noun **adj. clause**
Do we set an examination for them to
decide <u>whose cake is the best?</u>
Verb **noun clause**

(b) Go back to the passage, use a pencil to draw an arrow back from the relative pronoun. Most times, it will meet or hit a noun or a pronoun. Then, read the underlined part with that noun or pronoun (skip the relative pronoun). If the underlined part makes sense when read with the noun or pronoun, it is an adjectival clause. ***e.g.***
He directed a burning look at the poor boy <u>who had no answer to this new battle.</u>
When the noun 'boy' is read with the underlined part, the sentence will read...the poor boy had no answer to this new battle.

7. Do not pick or take any noun or pronoun from the part underlined as the noun or pronoun being qualified. The noun or pronoun is usually in the passage and to get it you are required to have recourse to the passage to look for it.

8. Do not present your answers in long sentences ***e.g.***
(i) Adjectival Clause
(ii) It qualifies (the noun) 'boy'

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The following answers are long presentations and should be avoided:

(i) The grammatical name given to this expression is Adjectival Clause.

(ii) Its functions as it is used in the sentence is that it qualifies the noun 'boy'.

9. Remember to put the noun or pronoun being qualified in inverted commas *e.g.*
It qualifies (the noun) 'boy'.

GENERAL EXAMPLES

(1) **NOV. 2001 Q(g)**
...the vice-chancellor himself had it in mind when he told his colleagues who were calling for harsh punishment for the culprits.
(i) Adjectival Clause
(ii) It qualifies (the noun) 'colleagues'

(2) **NOV. 2000 Q. 7**
On leaving school, he has access to the Social Security Services which ensure some financial support.
(i) Adjectival Clause
(ii) It qualifies (the noun) 'Social Security Services'

(3) **JUNE 1999 Q. 6 (g)**
...father brought out an old envelope which had probably been lying for gotten for months on his cupboard.
(i) Adjectival Clause
(ii) It qualifies (the noun) 'envelope'

(4) **JUNE 1998 Q. 7 (e)**
I stood up and moved towards the Principal whose outstretched hand held a fat book.
(i) Adjectival Clause
(ii) It qualifies (the noun) 'Principal'.

(5) **JUNE 1997 Q. (f)**
He directed a burning look at the poor boy who had no answer to this new battle.
(i) Adjectival Clauses
(ii) It qualifies (the noun) 'boy'

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(6) **JUNE 1999 Q. 7 (g)**

The most lethal of these gases are the chlorofluoro – carbons, or CFC which are used in making all kinds of foamed plastic products.

(i) Adjectival Clause

(ii) It qualifies (the noun) 'CFC'

(7) **JUNE 1995 Q. 8 (f)**

...the quarters of the village's foremost occult healer who alone knew how to cure lunatics

(i) Adjectival Clause

(ii) It qualifies (the noun) 'occult healer'

(8) **JUNE 1994 Q. 7 (e)**

The unusual energy that goes into achievement in any art or sport...

(i) Adjectival Clause

(ii) It qualifies (the noun) 'energy'

(9) **JUNE 1992 Q. 8 (e)**

...raising one or two children from ladies who themselves are often willing collaborators against the institution of marriage.

(i) Adjectival Clause

(ii) It qualifies (the noun) 'ladies'

(10) **AUGUST 1991 Q. 7 (e)**

The learner from an academically enriched background whose parents are highly learned and financially stable.

(i) Adjectival Clause

(ii) It qualifies (the noun) 'learner'

Note: Although the last word before 'whose' is background (a noun) it is not the noun being qualified. This is because if the noun 'background' is read with the underlined part, the sentence will read: the background's parents are highly learned and financially stable (wrong).

(11) **NOV. 1995 Q. 7 (f)**

The woman shocked to the marrow with fear shouted for help.

(i) Adjectival Phrase

(ii) It qualifies (the noun) 'woman'

(12) The book with the thick hard cover belongs to Oghogho.

(i) Adjectival Phrase

(ii) It qualifies (the noun) 'book'

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Note: Adjectival Clauses are sometimes introduced by adverbs like where, why and when. This is, however, not common in the SSCE. *e.g.* Helen did not recognize the college where she was taught French two decades ago.

(i) Adjectival Clause

(ii) It qualifies (the noun) 'college'

Reason: Which college did she not recognize? The college where she was taught French two decades ago.

ADVERBIAL PHRASE/CLAUSE & FUNCTION

HINTS:

(1) Adverbial Phrase or clause does the work of an adverb i.e. it modifies a verb, an adverb or an adjective.

(2) Adverbs usually answer the question When?, Where?, How?, Why?, Under what condition?, To what extent?, What result?, For what purpose? etc. Therefore, before concluding that the underlined part is an adverbial phrase or clause, ensure that it is answering one of these questions.

(3) Adverbial Clauses are usually introduced (joined to the main clause) by subordinating conjunctions or pointers. These subordinating conjunctions help in distinguishing one type of adverb from another and should therefore be memorized. Adverbial phrases on the other hand are usually not introduced by subordinating conjunctions or pointers.

(4) An adverbial phrase is a combination of two or more words that have no verb. Adverbial phrases usually have an adverb as the head word. It has the following characteristics:

(a) The head word (adverb) can be pre-modified by nouns or noun phrases to derive an adverbial phrase ***e.g.***

(i) Weeks ago (ii) Many weeks ago

(iii) Years back (iv) Few years back

(b) The head word can also be pre-modified by sub-modifiers like quite, rather, so, too, very, much etc. ***e.g.***

(i) too early (ii) quite wonderfully

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(c) Adverb Phrases can also be formed by pre-modifying adverbs with adverbs ***e.g.***
(i) Almost often (ii) Twice monthly

(d) Adverb Phrases are also formed by a combination of two adverb phrases.
In the room, last night.

(5) Adverbial Phrase or Clause can appear in any position in a sentence – beginning, middle or end. It should, however, be noted that although adverbs change positions easily, such change in position does not change the verb to be modified or the identity of the adverb.

(6) The verb being modified can appear before or after the underlined part. ***e.g.***
(i) <u>Because he was hungry</u> he left the hall before the end of the examination.
The verb being modified is 'left' and it is coming after the part underlined.

(ii) He left the hall before the end of the examination <u>because he was hungry</u>.
The verb being modified is equally 'left' and it is coming before the underlined part.

(7) Be particular (specific) about the type of adverbial phrase or clause. i.e. it is not sufficient to write adverbial phrase or adverbial clause as an answer to a question that is asking for the grammatical name. You are required to tell the examiner the type of adverbial phrase or clause. ***e.g.***
(i) Adverbial Clause (not complete)
(ii) Adverbial Clause of time (complete)

(8) Do not take any verb from the part underlined as the verb being modified. It is usually in the passage and to get it, there is need for you to go back to the passage.

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Note: In order to get the verb being modified, it is important that you reframe the underlined part and put it in a question form. Any verb you hit or meet when giving an answer to the question is the verb being modified.

This point is illustrated below:

(i) But because she was so plump when she sat on the stick, it went deep into the ground.
What happened when she sat on the stick? It went deep into the ground.
The verb 'went' is being modified.

(ii) Because he had no money on him he trekked to the school.
What did he do because he had no money on him?
He trekked...
'trekked' is the modified verb.

(9) Do not forget to put the verb being modified in inverted commas. ***e.g.*** It modifies (the verb) 'trekked'. ✓

KINDS OF AVERBIAL PHRASES/CLAUSES

(A) ADVERB OF TIME

This answers the question – when? Or at what time? an adverbial clause of time is usually introduced by subordinating conjunctions like when, while, whenever, since, until, before, after, as soon as, till, etc. ***e.g.***

i. **JUNE 2002 Q. 7(e)**
At moment of impact, the eye is left exposed, perhaps to the flaying claws of a seal.
(i) Adverbial Phrase of time
(ii) It modifies (the verb phrase) 'is left exposed'.

ii. **JUNE 2000 Q. 7 (e)**
Before I could say anything else, to mother and son, the theatre doors were flung open; and the stretcher was wheeled in.
(i) Adverbial Clause of time
(ii) It modifies (the verb phrase) 'were flung open'.

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iii. **NOV. 1999**
When you enter an African Compound you see Lizards on the floor and in the eaves.
(i) Adverbial Clause of time
(ii) It modifies (the verb) 'see'.

iv. **NOV. 1997**
Before I could recover from the shock he took out some currency notes and put them in my hands.
(i) Adverbial Clause of time
(ii) It modifies (the verb) 'took'.

v. **JUNE 1994**
But because she was so plump when she sat on the stick, it went deep into the ground...
(i) Adverbial Clause of time
(ii) It modifies (the verb) 'went'.

vi. **NOV. 1992**
It was then, when she got down that she discovered that one of her two bags was missing...
(i) Adverbial Clause of time
(ii) It modifies (the verb) 'discovered'.

vii. **NOV. 1990 Q. 8 (g)**
While he was dictating these words the Russians had encircled Berlin and the chancellery was being bombarded.
(i) Adverbial Clause of time
(ii) It modifies (the verb phrase) 'had encircled'.

viii. The class ended, I was packing my materials, when he came forward and hugged me (GCE).
(i) Adverbial Clause of time
(ii) It modifies (the verb phrase) 'was packing'.

ix. The president went there in the evening.
(i) Adverbial Phrase of time
(ii) It modifies (the verb) 'went'.

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(B) ADVERB OF CONDITION

An adverb of condition answers the question - under what condition? Adverbial Clause of condition is usually introduced by provided, unless, provided that, if, etc.

i. **JUNE 1997 Q. 8 (f)**
If the road accident results in a fire, then this can be disastrous, as the fire will prevent rescuers from coming near.
(i) Adverbial Clause of Condition
(ii) It modifies (the verb phrase) 'will prevent'.

ii. **NOV. 1993**
If the subject matter is very strange to you, you are bound to find it very difficult.
(i) Adverbial Clause of Condition
(ii) It modifies (the verb) 'find'.

iii. **NOV. 1990**
Had a stray dog not given them away, they would have escaped with their booty.
(i) Adverbial Clause of Condition
(ii) It modifies (the verb) 'escaped'.

Note: 'Had a stray dog not given them away...' is the same thing as 'If a stray dog had not given them away...'

iv. Unless he comes to beg me, I will sack him by the end of the month.
(i) Adverbial Clause of Condition
(ii) It modifies (the verb phrase) 'will sack'.

v. **NOV. 1998**
...the average temperature would rise by 4 degrees in the next 35 years if man does not reverse the trend.
(i) Adverbial Clause of Condition
(ii) It modifies (the verb phrase) 'would rise'.

(C) ADVERB OF MANNER

An adverb of manner answers the question 'how?' An adverbial clause of manner is usually introduced by subordinating conjunctions like as though, as, as if, etc. ***e.g.***

i. **JUNE 1988 Q. 8 (g) (i)**
She looked up from her typing with surprise.
(i) Adverbial Phrase of manner
(ii) It modifies (the verb) 'looked'.

ii. The new driver drove the car as he was instructed
   (i) Adverbial Clause of manner
   (ii) It modifies (the verb) 'drove'.

iii. The man sang as if he had been singing all his life.
   (i) Adverbial Clause of manner
   (ii) It modifies (the verb) 'sang'.

(D) **ADVERB OF REASON**

This answers the question 'why?'. An adverb of reason usually gives a justification, explanation or reason for an action in the past. An adverbial clause of reason is usually introduced by the following subordinating conjunctions: since, because, as, in that etc.

i. He left the class because he was hungry.
   (i) Adverbial Clause of reason
   (ii) It modifies (the verb) 'left'.

ii. Although it was raining heavily, she trekked to the market since she had no money on her to board a bus.
   (i) Adverbial Clause of reason
   (ii) It modifies (the verb) 'trekked'.

iii. Because of assumptions such as these, bats have been hunted down and large communities of them wiped out (WAEC).
   (i) Adverbial Phrase of reason
   (ii) It modifies (the verb) phrase 'have been hunted'.
   Note: Because + of = Adverbial phrase

iv. **NECO 2002**
   We love to read about people because nothing can stir our emotions the way people can.
   (i) Adverbial Clause of reason
   (ii) It modifies (the verb) phrase 'love to read'.

(E) **ADVERB OF PURPOSE**

This answers the question: 'For what purpose?' Unlike an adverb of reason that talks about the past, an adverb of purpose talks about the future plan or intention of a speaker. The subordinating conjunctions that are commonly used to introduce adverbial clause of purpose include; 'so that', 'that', 'in order that'. ***e.g.***

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i. Austin Okocha kicked the ball so that he would score a goal.
   (i) Adverbial Clause of purpose
   (ii) It modifies (the verb) 'kicked'.

ii. In order that he might win the African footballer of the year award Ikedia dribbled with all his strength.
   (i) Adverbial Clause of purpose
   (ii) It modifies (the verb) 'dribbled'.

(F) **ADVERB OF PLACE**

This answers the question 'where?' An adverbial clause of place is commonly introduced by wherever, where, anywhere, everywhere, etc.

i. Caroline said that she would go wherever she was sent.
   (i) Adverbial Clause of Place
   (ii) It modifies (the verb) phrase 'would go'.

ii. The corpse of the wicked Landlord was found by the river bank.
   (i) Adverbial Phrase of Place
   (ii) It modifies (the verb) phrase 'was found'.

(G) **ADVERB OF RESULT**

This answers the question; 'what result?' i.e. An adverb of result usually expresses the outcome of the action performed in the main (principal) clause. It is usually introduced by that, in that, so that, etc.

i. Austin Okocha kicked the ball so that he was able to score the goal.
   (i) Adverbial Clause of result
   (ii) It modifies (the verb) 'kicked'.

ii. Jimmy read so many textbooks that he became confused in the examination hall.
   (i) Adverbial Clause of result
   (ii) It modifies (the verb) 'read'.

(H) **ADVERB OF CONCESSION**

The noun 'concession' means 'a thing agreed or given especially after a discussion or an argument.' The verb 'concede' means to grant, admit or allow. An adverbial clause of concession is commonly introduced by subordinating conjunctions like although, though, even though, even if, in spite of, despite the fact that, albeit, whereas, etc.

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i. Although she hates her husband, she prepares his meals before he returns from work.
   (i) Adverbial Clause of concession
   (ii) It modifies (the verb) 'prepares'.

ii. Despite the fact that he did not attend extra tutorial classes, he passed his UME.
   (i) Adverbial Clause of concession
   (ii) It modifies (the verb) 'passed'.

NOUN PHRASES/CLAUSES & FUNCTIONS

HINTS:

(1) A noun phrase is a collection of words in which a noun or pronoun functions as the head.

CHARACTERISTICS

(a) A noun phrase can be formed by a combination of an article and a noun (Article + Noun = Noun phrase) ***e.g.***
   (i) A candidate
   (ii) The reader
   (iii) An envelope

(b) It can be formed by a combination of an adjective and a noun (Adjective + Noun = Noun Phrase)
   (i) Handsome man
   (ii) Irresponsible woman
   (iii) Expensive car

(c) A noun phrase can also be formed by a combination of a demonstrative and a noun.
(Demonstrative + Noun = Noun Phrase).
   (i) This pen
   (ii) That bench
   (iii) Those books
   (iv) These insects

(d) It can be formed by a combination of a possessive and a noun.
(Possessive + Noun = Noun Phrase) ***e.g.***
   (i) My cup
   (ii) His pen
   (iii) Our father
   (iv) Their bags
   (v) Her television

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(e) A noun phrase can also be formed by a combination of some or all of the aforementioned. ***e.g.***

(i) The beautiful thing about these insects
Art. Adj. Demon Noun

(ii) Those nasty boys
Demon. Adj. Noun

(iii) My irresponsible teacher
Poss. Adj. noun

(f) The infinitive functions as a noun phrase.

(i) To eat once in a day is not an easy thing to do.

(ii) To smoke cigarette in public makes a person look irresponsible.

(g) The gerundial phrase also functions as a noun phrase. The gerund is a verbal noun. i.e. a word that has the form of a verb but functioning as a noun. ***e.g.***

(i) Smoking cigarette makes one look irresponsible.

(ii) Eating once a day is not an easy thing to do.

(h) A noun phrase can also have an adjective as the head.

(i) The blind need our help.

(ii) The privileged talk carelessly.

(iii) The old speak slowly but with wisdom.

(2) A noun clause can be identified by introducing the interrogative word 'what?' at the end of the main clause (Principal clause). If the part underlined answers the question raised by use of the interrogative word, then it is a noun clause. ***e.g.***
The manager of the company said that he was impressed by the conduct of his workers. If the question is asked: The Manager of the company said what? It will be answered by the part underlined 'that he was impressed by the conduct of his workers'.

(3) Noun Clauses are sometimes introduced by whose, whatever, when, that, where, what, how, why, whichever, whoever, whether etc. It should be noted however that some of these pointers equally introduce other grammatical names. It is in their functions that their differences become quite obvious to all. ***e.g.***

(i) Whatever is paid in each case attracts a tax (Noun Clause)

(ii) Do we set an examination for them to decide whose cake is the best? (Noun Clause).

(iii) When the president will declare his asset is not known to Nigerians (Noun Clause).

(iv) The teacher said that he was hungry (Noun Clause).

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(v) I still do not know whether my brother will marry her. (Noun Clause)
(vi) How he got his wealth is still not known by his wife. (Noun Clause)
(vii) Why she divorced the man that cared so much for her beats one's imagination (Noun Clause).

(4) A noun phrase or clause sometimes contains two or more nouns in it. ***e.g.***
(i) A candidate in an examination hall
Noun Noun Noun (Noun Phrase)

(ii) Leaving his wives children servants and relatives behind (Noun Phrase)

(iii) The reader's frame of mind.
Noun Noun (Noun Phrase)

(5) Ask yourself the simple question; is the part underlined an adjectival or adverbial phrase/clause? if it is neither adjectival nor adverbial phrase/clause; then it must be a noun phrase or clause. I call this rule the 'Elimination Method'.

(6) A noun phrase or clause can appear in any position in a sentence – initial (beginning), middle or end (final). Unlike in adverbs where a change in position does not change the verb to be modified, a change in the position of a noun phrase or clause in a sentence changes its function in the sentence. Therefore, it is important that you find out the position of the noun phrase or clause in the sentence when determining the grammatical function.

FUNCTIONS OF NOUN PHRASE/CLAUSE

A noun phrase or clause performs several functions. However, only those asked in the SSCE and related examinations will be treated here. The most common ones are:

(1) **Subject of a verb**

When a noun phrase or clause is used in the subject position in a sentence, it will function as the subject of a verb if the word that follows immediately is a verb. ***e.g.***

i. **JUNE 2002 Q. 6(e)**
And what was even more unfortunate was that the million in Amusa's shoes became wiser only when it was too late.
(i) Noun Clause
(ii) Subject of (the verb) 'was'.

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ii. **NOV. 2001**
Whatever is paid in each case attracts a tax
(i) Noun Clause
(ii) Subject of (the verb) 'attracts'.

iii. **JUNE 1999 Q. 7(e)**
The beautiful thing about these insects is that when their line of movement is disorganized...
(i) Noun Phrase
(ii) Subject of (the verb) 'is'.

iv. **JUNE 1998 Q. 8(f)**
A Candidate in an examination hall is a close cousin to a boxer in the ring.
(i) Noun Phrase
(ii) Subject of (the verb) 'is'.

v. **JUNE 1996 Q. 8(d)**
The reader's frame of mind is equally important.
(i) Noun Phrase
(ii) Subject of (the verb) 'is'.

vi. **NOV. 1989 Q. 7(c)**
The courage to fail is very cheap.
(i) Noun Phrase
(ii) Subject of (the verb) 'is'.

(2) **Subject of a Sentence**
When a noun phrase or clause occupies the subject position in a sentence and is not immediately followed by a verb, it is said to function as the subject of the sentence. ***e.g.***

i. The intelligent old man in our house has encouraged many young people to go to school.
(i) Noun Phrase
(ii) Subject of the sentence

ii. Bini traditional dancers all over the world are known to be great dancers.
(i) Noun Phrase
(ii) Subject of the sentence

(3) **Object of a verb**
When a noun phrase or clause occupies the object position in a sentence, it functions as the object of the verb if the last word before it is a verb i.e. The Noun Phrase or Clause is used immediately after a verb ***e.g.***

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i. **NOV. 2000**
I wished I could just melt away before his eyes.
(i) Noun Clause
(ii) Object of (the verb) 'wished'

ii. **JUNE 2000 Q. 6(e)**
Joe thought it was a tremendous idea.
(i) Noun Clause
(ii) Object of (the verb) 'thought'

iii. **JUNE 1993 Q. 8(e)**
From the way these ideological camps launch verbal attacks on each other, one would assume they would never have anything to do in common.
(i) Noun Clause
(ii) Object of (the verb phrase) 'would assume'

iv. Besides, when there are many bakers in a street, do we set up an examination for them to decide whose cake is the best? (WAEC)
(i) Noun Clause
(ii) Object of (the verb) 'decide'

(4) **Object of a Sentence**
When a noun phrase or clause occupies the object position in a sentence, it functions as the object of the sentence if the last word before it is not a verb ***e.g.***

i. **JUNE 1995 Q. 7(f)**
I have reached the unpleasant conclusion that his critics were most probably right after all.
(i) Noun Clause
(ii) Object of the sentence

ii. **JUNE 1993 Q. 7(e)**
He reasoned that leaving his retinue of wives, children, servants and relatives behind was not the best solution.
(i) Noun Phrase
(ii) Object of the sentence

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iii. So on this occasion, when the welfare officers called at the vicinity, the residents kept sealed lips (WAEC)
(i) Noun Clause
(ii) Object of the sentence

(5) Used in apposition

An apposition is the use of a word or phrase as an additional explanation or information to its antecedent. It is used to explain such concepts like rumour, fact, idea, belief, theory, etc.

i. **NECO 2001**
Indeed several third world countries with less material resources than those of Nigeria, the oil - rich giant of Africa...
(i) Noun Phrase
(ii) It is used in apposition to (the noun) 'Nigeria'

ii. The rumour that the reverend patronizes prostitutes is not true.
(i) Noun Clause
(ii) It is used in apposition to (the noun) 'rumour'

iii. The belief that the dead in Christ will rise first is held among Christians.
(i) Noun Clause
(ii) It is used in apposition to (the noun) 'belief'

(6) Object of a Preposition

When a noun phrase or clause is used immediately after a preposition, it functions as the object of the preposition.

i. The little boy was told to give the money to whoever he meets in the shop.
(i) NounClause
(ii) Object of the preposition 'to'

ii. The car he came with was quite different from what he described to us.
(i) NounClause
(ii) Object of the preposition 'from'

GENERAL QUESTIONS

Questions other than replacement of words, figures of speech, Grammatical Names/Functions are tagged 'General Questions'. The

following rules should be observed in answering these questions:

1. Present your answers in your own words. However, when asked to quote a line from the passage to support your answer, you are required to lift the line. i.e. Do not paraphrase it.

2. Answers to these questions need not be written in sentences, unless otherwise stipulated.

3. When a question requires that you mention, give a general preamble and present your answers in phrases.

   Question: Mention three characteristics of enzymes as discussed in the passage.

   Answer: The characteristics of enzymes are:
   i. Organic catalyst;
   ii. Sensitivity to temperature changes;
   iii. Soluble in nature.

4. Do not give two answers to a question because if one of them is wrong, both will be marked wrong and you will be awarded zero mark.

5. An answer taken as a whole must make sense before any part of it may be accepted for scoring. Therefore, endeavour to write in clear language and in legible writing since your writing speaks for you.

6. Questions such as 'who', 'why', or 'what' also requires a preamble. You will however not be marked wrong or denied your full marks if you do not give them preambles.

   Question: Why did the student trek to the library?

   Answer: The student trekked to the library because he had no money on him. (right).

   Or

   Answer: The student had no money on him.

7. Read through your answers and make necessary corrections. This is important because ½ a mark is usually deducted for any grammatical/expression error you make.

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PRACTICE QUESTIONS

PASSAGE 1

Read the following passage carefully, and answer the questions on it.

One of the puzzles to which I had no solution as a child was how my cousin could seal an envelope with his saliva. Each time he wrote a letter for my illiterate father; he merely ran his tongue over the inner edge of the flap of the envelope, folded it and then sealed it. Just like that! In my puzzlement I tried the same trick repeatedly with two pieces of paper but my saliva failed to hold them together. I then theorized that my cousin's saliva must be gummy. If that was so, why wasn't mine? My studied search for a solution led to the very sound conclusion that my cousin's saliva was gummy because he was the only educated man in the family. By extension, I reasoned that all educated people had sticky saliva.

But it didn't take me long to wonder why my cousin's lower jaw was not stuck to the upper jaw. Indeed, I wondered how morsels of food could roll down to his gullet without sticking to the tongue and the palate. Each time I was around when he ate, I watched him put one morsel after another into his mouth without experiencing any problem in getting it down. After many days, indeed weeks of pondering over this thorny issue, I decided that while all educated men had sticky saliva, they had developed a special mechanism for neutralizing the stickiness when eating.

My theory received a severe jolt one day when Father had to get a letter written, but my cousin was not around. Father sent to the next house for his niece, the nearest educated person around. After the lady had written the letter, father brought out an old envelope which had probably been lying forgotten for months on his cupboard. But, to my amazement, the flap would not stick well to the body of the envelope, no matter how many times she applied her saliva. In the end, father used some pap as gum. With this, my new puzzle was: "Why was the educated man's saliva sticky while the educated woman's saliva was not?" Before long, I decided that the woman's saliva was not so sticky because she was not as learned as the man. So, I updated my theory the more learned a person was, the more gummy his saliva would be. Fine theory.

The death knell sounded on my latest theory one day when Father sent me to buy an envelope from a nearby shop. Having bought it, I studied its flap closely and discovered that its inner edge had some glossy material. It felt sticky to my touch. Curious, I ran my tongue over it and sealed the envelope. That was it! It got stuck, refusing to be parted no matter how much I tried. When I delivered it that way, father rightly guessed that I had tampered with it. Although I received a spanking, I was consoled that at last, I had unraveled the mystery.

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(a) State the writer's original theory.
(b) State the modification to the original theory.
(c) What incident gave rise to the modification of the theory?
(d) Why didn't the flap stick to the envelope when the woman tried to seal it?
(e) What lesson did the writer finally learn?
(f) "The death knell sounded on my latest theory"
  (i) What type of figurative expression is this?
  (ii) What does it mean?
(g) "...which had probably been lying forgotten for months on his cupboard".
  (i) What grammatical name is given to this expression?
  (ii) What is its function as it is used in the sentence?
(h) For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage.
(i) puzzlement (ii) thorny (iii) severe (iv) theory (v) unraveled

ANSWERS TO PASSAGE 1

a. The writer's original theory was that his cousin had sticky saliva.
b. The modification to the original theory was that the more educated a person was, the more sticky his saliva would be.
c. The incident that gave rise to the modification theory was the failure of the woman's saliva to seal the envelope.
d. The envelope was an old one.
e. The writer realized that it was not the saliva that was gummy
f. (i) Metaphor
  (ii) My latest theory was rebutted
g. (i) Adjectival Clause
  (ii) It qualities the noun 'envelope'
h. (i) puzzlement - amazement
  (ii) thorny - tricky
  (iii) severe - serious
  (iv) theory - assumption
  (v) unraveled - untangled

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PASSAGE 2

Read the following passage carefully, and answer the questions on it.

The black ant is indisputably one of the smallest visible insects on earth. Except with the aid of a very powerful microscope, it is difficult if not impossible to locate the eyes, the mouth, the nostrils (if it ever has any) or any other part of the body. An air of mystery surrounds the existence of this little creature.

Have you ever taken time off your programme to watch these ants move in a row? What gives them the sense of direction, we do not know. Indeed, whoever sends them on an errand and how they even know their destination and the type of errand to run we are yet to be told. But they are an extremely well-organized lot.

Certainly, there are no defined routes for them on walls or trees, yet they move in an orderly manner; almost in a straight line. The beautiful thing about these insects is that even when their line of movement is disorganized, they soon regroup and connect themselves again end to end. If in the process, one of them is killed, they quickly recognize that fact from their various positions. Then, one sees them running helter-skelter with a seeming insistence on getting at the comrade to confirm its death.

When this has been done, some of them run zigzag at a tremendous speed to alert the others on the route. Soon, they disappear completely. Later, as if everything were over and forgotten, they reappear and form a new route and continue their movement transporting food or going on one errand or the other as before. Bring your ears close to them and you hear nothing and you wonder what their means of communication could be.

Perhaps, most surprising is their high sense of understanding the weather and the climate. They are just like men in this area. They know when it is the rainy season and when the dry season comes. In fact, it is true to say that they prepare better for the future than man.

During the dry season, they file out to different places gathering food which they store underground. At the slightest sign of the approach of the rainy season, they all get into the hole and seal it up. Surprisingly, they re-emerge when the dry season sets in, and whoever tells them that the dry season has come we do not know. You can now see the sense in the injunction. "Go to the ant, thou sluggard, learn her ways and be wise."

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(a) Why does the writer regard the black ant as one of the smallest insects on earth?

(b) Give two reasons why the writer thinks that the way ants live is interesting?

(c) (i) What is the writer's attitude towards the black ant?
(ii) Quote an expression from the passage to support your answer.

(d) "When this has been done..." "What does 'this' refer to?

(e) "The beautiful thing about these insects..."
(i) What grammatical name is given to this expression?
(ii) What is its function in the sentence?

(f) What quality of the ant is implied in the last sentence of the passage?

(g) For each of the following words or phrases, find another word or phrase that means the same and can replace it as it is used in the passage.
(i) Indisputably (ii) row; (iii) helter-skelter
(iv) a tremendous (v) area; (vi) approach

ANSWERS TO PASSAGE 2

a. The writer regards the black ant as one of the smallest insects on earth, because it is difficult to locate the parts of the body except with a microscope.

b. (i) Ants are well organized
(ii) They have a high sense of understanding the weather

c. The writer's attitude towards the black ants is that of admiration.

d. 'This' as used here refers to the confirmation of death of one of the ants.

e. (i) Noun Phrase
(ii) Subject of the verb 'is'

f. The quality of the ant implied in the last sentence of the passage is that of diligence.

g. (i) indisputably - undoubtedly
(ii) row - line
(iii) helter-skelter - in disarray
(iv) a tremendous - a great
(v) area - aspect
(vi) approach - commencement

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TOPIC 35

SUMMARY

It is quite easy for a candidate to score 28/30 in summary. This is because the candidate is only required to write not more than six (6) sentences in 50 minutes. A strict observance of the rules below will do the magic!

RULES THAT GOVERN SUMMARY

(1) Read and understand the passage before attempting the question(s). Read the passage at least twice and as you read the second time, underline the answers to the summary question(s).

(2) Present your answers in your own words. A candidate who engages in mindless lifting of lines will score zero mark. However, do not attempt to change difficult words or technical terms as this may alter the contextual meaning of the words.

(3) Present your answers in complete sentences. Do not write in phrases or clauses because only half of the marks allotted will be awarded for any correct answer that is not written in a complete sentence ***e.g.***

I. Bringing up children (2½ marks) (phrase)
II. Because he was annoyed (2½ marks) (clause)
III. Women bring up child (5 marks) (sentence)
IV. He left the room because he was annoyed (5 marks) (sentence)

(4) Be sequential in your presentation of answers. Arrange your answers in the order in which they appear in the passage.

(5) Do not introduce, inject, or include irrelevant or extraneous materials (facts) in your answers. Your answers should have only facts or ideas that are expressly stated in the passage.

(6) When the number of points in the passage exceeds the number of points you are required to write, do not use conjunctions(s) to merge two or more points in order to exhaust all the points in the passage. Limit yourself to the number of points you are required to write and leave out the other points.

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(7) Give a general preamble before stating your answers. The preamble should be framed from the question and must not be grammatically wrong. Do not repeat what you have stated in the preamble in any sentence ***e.g.***

Q. In five sentences, one for each, state the functions of women in the society.

P. The Functions of women in the Society are: (General Preamble) (Right)

One of the functions of women in the society is ..... (wrong)
Another function of women in the society is ..... (wrong)
According to the passage .....(wrong).
Firstly, Secondly or Lastly.....(wrong).

NOTE: When you are asked to summarize in one sentence, the preamble and the answer should be combined.

Q. In one sentence, summarize the role of children in the home.

P. The role of children in the home is to ensure that their parents' instructions are carried out.

NOTE: You do not lose any mark if you do not use a preamble.

(8) Number your sentences or adopt the paragraphing method after giving a general preamble. When you choose to number, each sentence should begin with a capital letter and must not be paragraphed.

On the other hand, when you adopt the paragraphing method, each answer should take its own paragraph and must not be numbered.

NOTE: When you number, do not paragraph; and when you paragraph, do not number i.e. you can't do both.

(9) Present your answers in the active voice and not in the passive. The active voice has subject – verb – object arrangement while the passive voice has object – verb – subject arrangement ***e.g.***

The Principal slapped the senior prefect. (Active Voice)
S V O

The senior prefect was slapped by the principal (Passive Voice)
O V S

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(10) Avoid using figurative expressions to replace words in the passage or as answers to summary question(s) i.e. Do not use idioms, proverbs, adage, figures of speech ***e.g.***

a. He divorced his wife because she was a bag of bones. (Idiom) (wrong)

b. He divorced his wife because she was extremely thin. (right).

(11) Do not give examples of illustrations after each sentence. Collective names or general terms should be used (where necessary) to replace examples or illustrations given in the passage ***e.g.***

i. The president has promised to provide electricity, pipe-borne water, and hospitals for Nigerians this year. This sentence can be summarized as: The President ahs pledged to provide social amenities for Nigerians this year.

ii. Pencils, erasers, mathematical set, graph books etc. can be generalized as "writing materials".

(12) When many points are packed in a sentence and you are required to make many sentences from it; identify all the points in the sentence and use each point to make a complete sentence. ***e.g.*** over-speeding, drunkenness, bad roads, and illiteracy are the causes of road accidents in Nigeria.

Q: In four sentences, one for each state the causes of road accidents in Nigeria.

Ans:

i. Drivers exceed their speed limit.
ii. Some drink alcohol before driving.
iii. Many Nigerian roads are bad.
iv. Some of the drivers are illiterate persons.

(13) When a question is asked in such a way that you are required to make comparisons, do not forget to compare and do not be one-sided in your presentation. This is because you will end up scoring only half of the marks allotted which will not be good enough. e.g.

Q: In five sentences, one for each, state the reasons why candidates in cities perform better than those in rural areas.

Ans: Candidates in cities have access to good textbooks. (2½ marks) (No comparison).

Ans: Candidates in cities have access to good textbooks while those in rural areas do not. (5 marks).

(14) When you are asked to summarize in one sentence, the central idea in a passage, ***follow the steps below:***

i. Read the passage thoroughly. You cannot use a sentence to summarize a passage you do not understand.

ii. Give the passage a title i.e. if you were the writer of the passage what title would you have given the page?

iii. Give a preamble and combine it with the title and that will give you the central idea.

(15) Learn to write your answers in short sentences i.e. Avoid lengthy sentences except when they are unavoidable. An ideal answer to a summary question should not exceed three-quarters of a page.

(16) Avoid dates and figures e.g. In 1980, two million people died of elephantiasis in Togo. In 1990, ten million people died of AIDS in Nigeria.
Ans: Within a decade millions of people died of different types of diseases in W/A countries.

(17) Don't out focus your answers. This means that you should not bring in any foreign point. Use the points in the passage only.

(18) Read through your answers and make necessary corrections. Remember that marks will be deducted for every grammatical error you make.

PRACTICE PASSAGES (SUMMARY)

PASSAGE 1 (SUMMARY)

Read the following passage carefully and answer the questions on it.

Apart from bringing forth children, a mother has also to cater for their emotional welfare. She plays a vital role in helping a child learn about love and affection –lessons that may be just as important as the satisfaction of his physical needs. In order to develop into a well – balanced adult, a child needs a warm, secure environment while growing up. Here again, a mother's role is crucial. So, whatever else a woman might do, this is her primary function in society. Besides looking after her children, the mother is often their principal teacher. It is mainly the mother or grand mother who patiently teaches the child to speak,

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to walk, and to do household chores and countless other things. Little wonder then that one's language the world over is referred to as one's 'mother tongue' rather than 'father tongue'. Today more women than ever have to work outside the home to help support their families. Millions of women work on the land, or care for livestock. This labour, usually underpaid or unpaid feeds half the world. In Africa, 70 percent of the food is grown by women, in Asia the figure is 50 – 60 percent and in Latin America 30 percent.

In the Western World, most women leave home daily to work in offices, schools and factories. Many of them are indeed getting into top positions, although they are still outnumbered by men at this level. Although they generally earn less than men simply because they are women, they nonetheless provide very essential services that keep many factories and institutions running. Indeed, in many countries of the world, most nurses, midwives, doctors and teachers are women. One of the greatest gifts that women can give their families is compassion. When a family member falls sick, the mother takes on the role of a nurse while still shouldering all her other responsibilities. A woman's compassion may even motivate her to eat less herself so that her child do not go without food. Researchers have found that some women consider their food in take as sufficient even though they are malnourished. They are so accustomed to giving the larger share to their husbands and children that as long as they can walk, they consider themselves adequately fed.

Sometimes a woman's compassion is expressed in her concern for the local environment. That environment matters to her, since she also suffers when drought, desertification, and deforestation impoverish the land. In one town in India, women were outraged when they learnt that a lumber company was going to cut down about 2500 trees in a nearby forest. When the loggers arrived, the women were already in place, hands joined, protectively encircling the trees. 'You will have to cut us down as well if you want to cut down the trees', told the loggers. The forest was saved.

Perhaps because of her biological role as the provider of succour and compassion, a woman is hardly ever a soldier. However, if need be that she becomes one, oh, she can be terrible! The Dahomey warriors who tormented the ancient Egba for ages were women in arms! However, it is perhaps best to save women the abominable role of killers and reserve them for what they are best at – bringing forth and bringing up the young ones.

In six sentences, one for each, state the functions of women in society.

(WAEC)

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ANSWERS TO PASSAGE 1

i. Women bring up children.
ii. Women do agricultural work.
iii. Women render essential services to public institution.
iv. Women help to support their families.
v. They help to ensure that their environment is protected.
vi. They take up arms to save their children and communities.

PASSAGE 2 (SUMMARY)

You are advised to spend about 50 minutes on this section.
Read the following passage carefully and answer the question on it.

Poverty! Can anyone who has not really been poor know what poverty is? I really doubt it. How can anyone who enjoys three square meals a day explain what poverty means? Indeed can someone who has two full meals a day claim to know poverty? Perhaps, one begins to grasp the real meaning of poverty and hunger as cousins, the former always dragging along the latter wherever he chooses to go.

If you are wearing a suit, or a complete traditional attire, and you look naturally rotund in your apparel, you cannot understand what poverty entails. Nor can you have a true feel of poverty if you have some good shirts and pairs of trousers, never mind that all these are all you can boast of, you are not really poor. A person begins to have true feel of what poverty means when, apart from the tattered clothes on his body, he doesn't have any other, not even, a calico sheet to keep away the cold at night.

Let us face it, how can anyone who has never slept outside, in the open, appreciate the full, harsh import of homelessness? Yet that is what real, naked poverty is. He who can lay claim to a house, however humble, cannot claim to be poor. Indeed, if he can afford to rent a flat, or a room in a town or city, without the landlord having cause to eject him, he cannot honestly claim to be poor. The really poor man has no roof over his head, and this is why you find him under a bridge, in a tent or simply in the vast open air.

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But that is hardly all. The poor man faces the world as a hopeless underdog. In every bargain, every discussion, every event involving him and others, the poor is constantly reminded of his failure in life. Nobody listens attentively when he makes a point, nobody accepts that his opinion merits consideration. So, in most cases, he learns to accept that he has neither wisdom nor opinion.

The pauper's lot naturally rubs off on his child who is subject not only to hunger of the body but also of the mind. The pauper lacks the resources to send this child to school. And even in communities where education is free, the pauper's child still faces an uphill task because the hunger of the body impedes the proper nourishment of the mind. Denied access to modern communications media, the pauper's child has very little opportunity to understand the concepts taught him. His mind is rocky soil on which the teacher's seeds cannot easily germinate. Thus embattled at home and then at school, the pauper's child has little option but to drop out of the school.

That is still not all, weakened by hunger, embattled by cold and exposed to the element, feeding on poor water and poor food, the pauper is an easy target for diseases. This is precisely why the poorest countries have the shortest life expectancies while the longest life expectancies are recorded among the richest countries. Poverty is really a disease that shortens life!

In six sentences, one for each, summarize the problems of the poor man.

ANSWERS TO PASSAGE 2

i. The poor man struggles very hard to have one good meal in a day.

ii. He lacks clothing.

iii. The poor man is homeless.

iv. The world sees him as an inferior being.

v. The poor man lacks funds to send his child to school.

vi. The poor man is prone to diseases.

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TOPIC 36

COMPREHENSION (UTME)

The pattern of setting comprehension questions usually adopted by JAMB is radically different from that of WAEC'S and NECO'S patterns of setting comprehension questions. This singular fact underscores the need to treat the UTME Comprehension separately.

It is worthy of note that a student's performance in comprehension questions will, to a very large extent affect his general performance in the Use of English. In the UTME, for instance, each comprehension question carries a whooping 3 marks whereas some other questions carry 2 or 1 mark each. Therefore, students are advised to take this aspect of English questions seriously.

A survey of past questions reveals that UTME comprehension questions cut across the following topics:

1. Types of statements
2. Mood
3. Tone and the types of tone
4. Finding the meaning of a word or expressions used in a passage
5. Suggesting suitable or appropriate title for a passage.
6. Figurative Expressions/Grammatical Names & Functions

These topics will be discussed in turn:

TYPES OF STATEMENTS

In writing a comprehension passage, a writer uses many different statements which when combined, will give the total message of the passage. while some statements may be direct and easy to comprehend, some others have facts that are hidden or implied. The understanding of the following types of statements will help the candidate in analyzing the comprehension passage and in arriving at the right answers to the comprehension questions:

(a) **The Indirect Factual Statement**

This is also called verbal irony in literature. This is a statement in which a fact is expressed in an indirect manner such that the meaning to be given to the statement becomes the opposite of what the writer

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has written. When a person says a thing but mean the opposite, he uses the indirect factual statement ***e.g.***

UME 1987 PASSAGE 11 QUESTION 7

'You all know how friendly we are with Okperi'. Do you think that any Umuaro man who goes to prison there will come back alive?... According to the passage, the people of Umuaro and Okperi

(a) are friends (b) are only acquaintance
(c) are no friends (d) can never be enemies

ANSWER C: A first look at the statement will make one conclude that option 'A' is the answer. But if the second part is read in conjunction with the first, it becomes clear that the writer was saying the direct opposite of what he meant (indirect factual statement).

(b) **The Implied Statement**

This is the commonest type of statement used in comprehension passages. When a fact is not stated but the fact can be deduced from what is expressly stated, that fact is said to be implied. Here, a writer uses words that will serve as pointers or signposts to his intended meaning. Such statements usually task a candidate's ability to reach a logical conclusion from the writer's statement. ***e.g.***

When we got to the spot, we saw an Ocean of blood. Neighbouring villages stood near and prayed endlessly for the souls of the departed ones. As rescuers battled to remove the remains of those who were trapped by the damaged vehicles, we all cried our eyes out. It can be implied from the passage that:

(a) there was a ghastly accident (b) there was a fatal accident
(c) there was a traffic congestion (d) there was a ritual killing

ANSWER B: Although it was not clearly stated in the passage that there was a fatal accident (one involving death), the words used in the passage can only lead to that logical conclusion.

(c) **The Statement of Probability**

When a writer is not sure of the actual or exact fact and merely tries to guess at the fact or estimate it, he uses the statement of probability to convey his message. More often than not, many a candidate takes the estimated fact as the exact or actual fact and will consequently get that answer wrong. A statement of probability can be recognized by the use of such words or pointers as may, probably, perhaps, most likely, it seems, etc. ***e.g.***

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AIDS is undoubtedly the most dreaded disease the world has known. Speculations have it that the first victims contracted the disease after having sexual intercourse with animals. If this speculation is anything to go by, AIDS may have come from the whites.

According to the passage

(a) AIDS came from the whites.
(b) AIDS did not come from the whites.
(c) AIDS came from the whites and animals.
(d) AIDS probably came from the whites.

Answer d

(d) **The Direct Factual Statement**

This is one, in which a fact is directly expressed. Whatever a writer writes is a fact to him although it may not appeal to any other person as a fact. This explains why most comprehension questions are couched: 'According to the passage' or 'According to the writer' or 'In the writer's view, etc. The candidate is required to always identify the opinion or stand of the writer so that he can follow the writer's line of reasoning. If the candidate allows his view on the topic or his personal bias to influence his judgment on a given topic, he is bound to pick the wrong option. ***e.g.*** There are many lucrative courses in Nigerian Universities. There is however one of the courses that is distinct and most lucrative and that is none other than history. The knowledge of the course makes us to marry our past with our present so that we can have a bright future as an offspring. Most Nigerians think that professional courses like Law, Medicine, Engineering and Accounting are most lucrative but events have shown that these do not put meals on our table anymore.

According to the passage, the most lucrative course is

(a) Law (b) Medicine (c) Accounting (d) History

Answer d: The writer said that the most lucrative course is History. He has, by that statement directly expressed a fact and whatever opinion one holds on that matter does not change that fact.

(e) **The Absolute Statement of Fact**

This is also called 'The Sweeping Statement'. It is a statement that does not give room for exceptions. It is airtight and when it is made nothing can be added or removed from it. Some of the words that suggest that a statement is absolute include: all, every, each, the entire, the total, wholly

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etc. e.g. There has been an up-surge in the activities of Secret Cults in Nigerian Universities lately. A recent report has it that all male students of Nigerian Universities are Secret Cult Members. This has been a thorn in the flesh of lecturers who are compelled to award marks to some leaders of the Cults or be sent to their untimely graves.

Pick the most appropriate alternative

a. Some male students are Secret Cult Members.
b. Many male students are Secret Cult Members.
c. Most male students are Secret Cult Members.
d. Every male student is a Secret Cult Member.

Answer d: Options A to C give room for exceptions because they are non-absolute. Only option D contains an absolute word because the use of 'every' suggests no exception.

(f) **The Non-absolute Statement of Fact**

This is one that gives room for exceptions. It is not a statement that is totally inclusive or airtight. It can be recognized by the use of such expressions or words as some, many, most, majority, all but one, a good number of, etc. ***e.g.***

There is no vice that belittles a person like prostitution, yet there is no 'business' that is thriving like prostitution today. One may think that a good number of ladies go into prostitution because of economic frustration. While this may be true in some cases, it is untrue in some other cases because it is not uncommon to find children of multi-millionaires who are prostitutes. The most bitter part of it all is that our female undergraduates are prostitutes!

Pick the most appropriate alternative

a. Some female undergraduates are prostitutes
b. Many female undergraduates are prostitutes
c. Most female undergraduates are prostitutes
d. All female undergraduates are prostitutes

Answer c: The expression 'our female undergraduates are prostitutes' suggests that most of the female undergraduates are prostitutes but not all.

Note: If there is no word in a statement that suggests that it is absolute, then it should be interpreted as non-absolute. Let's consider the two sentences below:

i. Ibo men are traders (non-absolute)
ii. All Ibo men are traders (absolute)

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(g) **The Absolute Deduction**

This is an error of deduction commonly made by students. This error is made when a student deducts an absolute statement from a statement that is non-absolute. In other words, if a statement that gives room for exceptions is given to a student to interpret and he gives it an interpretation that does not give any room for exceptions, such a student will be guilty of making an absolute deduction. e.g. It is not unusual for about one quarter of the volume of an average daily to be constituted of obituaries and in memoriam alone. One possible explanation for this, it has been argued, is that Nigerians value their dead greatly. (Culled from passage 1 UME 1987).

'Nigerians value their dead greatly' suggests that:

a. most Nigerians value their dead greatly
b. every Nigerian values the dead greatly
c. all Nigerians value their dead greatly
d. some Nigerians value their dead greatly

Answer a

Note: The expression 'Nigerians value their dead greatly' is a non-absolute statement. Therefore, a choice of option B or C will make one guilty of making an absolute deduction.

(h) **The Non-factual Statement**

This is another common type of statement used in most comprehension passages. It is a statement that has no fact in it. It is usually figurative or poetic and admissible of diverse meanings or interpretations. The interpretation usually given to such statements depends largely on the discussion leading to the statement e.g. (i) This 'mortuary stylistics', the study in the art of eulogizing the dead and making their loss sound so heart-breaking, is one of the commodities we can export to other countries.

Note: 'Commodities' as used here means 'an art' which other countries can learn from Nigeria. It does not carry the literal meaning of 'commodities'

(ii) 'Proverbs is the oil with which words are eaten'.

This statement does not contain any fact that proverb is oil or that words are eaten as food.

(i) The Double Negative Statement

A word can be turned from positive to negative either by the addition of a prefix 'un' or 'not'. By implication, when the two are used together in a sentence, it will give a positive meaning i.e. a double negative

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statement gives a positive meaning. ***e.g.***

(i) It is not uncommon (It is common)
Neg. Neg.

(ii) I am not ungrateful (I am grateful)
Neg. Neg.

(iii) This girl is not bad (She is pretty)
Neg. Neg.

(j) **Conditional Statements**

A statement is said to be conditional when it contains or provides a condition under which something can or cannot be done. It is commonly introduced by if, had, unless, provided that etc. A Conditional Positive Statement carries a negative meaning while a Conditional Negative Statement carries a positive meaning ***e.g.***

(i) Three men entered Okoli's room and offered him a bag Opening it, he saw bundles of N500 currency notes. Had he rejected the money, he would not have been arrested. According to the passage
a. Okoli rejected the money and was arrested
b. Okoli was arrested for rejecting the money.
c. Okoli did not reject the money, so he was arrested.
d. Okoli rejected the money; so he was not arrested
Answer c
Note: The expression 'Had he rejected the money' is the same as 'if he had rejected the money'.

(ii) If my mother had travelled, I would have starved.
My mother did not travel I did not starve
The expression is the same as: Had my mother travelled, I would have starved.

MOOD

This refers to the state of one's feelings or mind at a particular time. One can determine or predict the mood of a person by observing his demeanour (conduct or appearance) or by a careful observation of his diction (his choice and use of words). However, only the latter can be helpful under examination condition. ***e.g.***

(i) I can't believe this! So, I made it at last. I can walk tall and meet those who call me failure and tell them that success has become my other name. My sleepless nights have been adequately compensated, my efforts crowned with laughter. Let anyone who cares to listen know that I have become the 'Hannah' or our time.

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The mood of the speaker is
(a) elated (b) sad (c) gloomy (d) indifference
Answer a

(ii) Why is my case different? Is it attending of lectures or taking of notes? I was second to none. Is it reading for hours or contributing in group discussions? I was an epitome of diligence. All I have received is failure as wages. Bola Ige, tell my forefathers that their son is coming home.

The mood of the speaker is
(a) despair (b) optimism (c) joyous (d) indifference
Answer a

TONE

This is the language that one uses to express his mood or give voice to his feelings. It can also be said to be the vehicle through which one's mood is expressed or conveyed. There is a nexus (connection) between the mood and tone. Therefore, to get the tone of a speaker, his mood must first be ascertained.

TYPES OF TONE

(1) SATIRICAL TONE

When a piece of writing paints a picture of something that is bad in the society with the aim of correcting the ills, misdeeds or evils, it is a satire and will have the Satirical Tone. In satire, a writer does not condemn or criticize something outrightly. He allows people to do the condemnation themselves. ***e.g.***

There are one or two things this country can teach others, one of which is the art of writing obituaries. This explains why one quarter of our average daily is constituted of obituaries and in memoriam alone. In this average daily, every dead Nigerian is described as a saint while alive. This art of eulogizing the dead and making their loss sound so heart breaking, is one of the commodities we can export to other countries. (See UME 1987 Passage 1).

The tone of the passage is:
(a) angry (b) satirical (c) non-committal (d) pleasant
Answer b

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(2) SARCASTIC TONE

When a piece of writing is intended to hurt people's feelings rather than one for correction, it will have the sarcastic tone. In sarcasm, a writer does not leave the condemnation to people; rather he does the criticisms or condemnation of the misdeed, or evil himself. The sarcastic tone is also called the critical tone or the tone of condemnation ***e.g.***

Our 'Sugar-Coated tongues' have started their gatherings again. They come like saints and promise the masses even the impossible – uninterrupted supply of power, free medical care, low cost housing, good roads, free food for pupils in primary schools and lots more. But what do we see today? An uninterrupted supply of naira to their pockets; constant quarrel over furniture allowances and apologies for their failures. These 'holy sinners' have failed Nigerians and the only remedy is that they should be tied to the stake and given 'baptisms of fire'.

The tone of the passage is

(a) satirical (b) sarcastic (c) analytical (d) non-committal

Answer b

(3) SERMONISING TONE

This is also called the didactic tone. When a passage teaches a moral lesson or conveys a moral instruction, it will have the sermonizing tone ***e.g.***

It is not uncommon these days to find female undergraduates throw self-dignity and their age-long protected family names to the winds. They hunger and thirst for a heavenly bliss with the privileged men in our society who give them money in exchange for their STDS. It is time everyone knew that if God did not spare Sodom and Gomorrah he would likewise not spare those involved in this trade of selling their bodies.

The tone of the passage is:

(a) historical (b) non-committal (c) analytical (d) sermonizing

Answer d

(4) THE NON-COMMITTAL TONE

This can be akin to the idiom 'sitting on the fence'. When a writer participates in a discussion and in his contribution he neither condemns the topic nor praises it but cleverly gives equal judgement to all views, the passage will have the non-committal tone, ***e.g.***

The battle for a Sovereign National Conference has been raging for sometime now. Many believe that it will help to right many injustices while others opine that the Sovereign National Conference will only open healed wounds. This matter should be handled with caution, as both claims are weighty.

The tone of the passage is
(a) sermonizing (b) critical (c) non-committal (d) historical
Answer c

(5) THE TONE OF APPROVAL OR DISAPPROVAL

Before the issue of 'approval' or 'disapproval' can be raised, there must have been a discussion going on. When a writer gives an opinion that supports the given topic, the tone will be that of approval. On the other hand, if the writer gives a dissenting view or opinion i.e. one that is different from the existing opinion, then the tone will be that of disapproval. ***e.g.***

(i) The present economic recession has made many Nigerians to clamour for the return of the military. It is not in doubt that Nigerians understand the language of the rod more than that of laws. Therefore, the only solution to our undemocratic democracy is the return of the military.

The tone of the passage is
(a) approval (b) disapproval (c) non-committal (d) historical
Answer a

(ii) The present economic recession has made many Nigerians to clamour for the return of the military. This is clearly a retrogressive thinking as the worst democracy is better than the best military regime. Those who subscribe to the return of the military are like the 'Biblical Esau' who sold his birthright in order to satisfy his urgent need (hunger) and never regained it.
The tone of the passage is
(a) approval (b) disapproval (c) non-committal (d) historical
Answer b

(6) HISTORICALTONE

A passage, which constitutes a record or account of past occurrences of events, a person, family, people, nation etc. whether in the ascending order or in a descending order will have the

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historical Tone ***e.g.***

The world lost many geniuses to the first world war of 1914-1918. The League of Nations was formed to check the outbreak of another world war. This however, did not stop the outbreak of the 2nd world war, of 1939 – 1945. Soon after the 2nd world war, the Untied Nations Organization was given birth to so that the world can have peace.

The tone of the passage is:
(a) historical (b) satirical (c) non-committal (d) approval
Answer a

(7) **ANALYTICAL TONE**

This is also called the 'explanatory tone'. When a writer splits the topic under discussion into parts or segments and possibly shows the relationship between them so that the topic will be easy to understand, he uses the analytical tone.

Passage II of UME 1988 is a perfect example of a passage that has the analytical tone. The passage talks about the process of creative listening (You are advised to read that passage).

(8) **ARGUMENTATIVE TONE**

'To argue' means to give reasons for or against something especially with the aim of persuading somebody, to share one's own opinion'. 'Argument' on the other hand is a discussion based on reasoning. When the persons in a passage are involved in one form of argument or the other, the passage will have the argumentative tone. Most passages that have the argumentative tone come in the form of dialogue ***e.g.***

Mohammed: Capital punishment is the panacea to the problem of armed robbery in Nigeria today. It is the only thing that can serve as deterrent to others involved in it.

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Abel: To err is human; to forgive divine. Capital punishment is barbaric, retrogressive and unproductive. Many armed robbers have in the past been given 'baptisms of fire' but has that stopped others from involving in the crime? The answer is an obvious No! Therefore, capital punishment is not and cannot be the panacea to the problem of armed robbery.

The tone of the passage is:
(a) analytical (b) sermonizing (c) historical (d) argumentative
Answer d

FINDING THE MEANING OF A WORD OR EXPRESSIONS USED IN A PASSAGE

When asked to find the meaning of a word used in a passage, emphasis should be laid on the contextual meaning of the word and not necessarily the dictionary meaning. 'Words', they say, 'have no meaning except in the context in which they are used'. A word can be used as a noun in one context, an adjective in another context or even as a verb. Undoubtedly, the word will carry different meanings in the different contexts.

Therefore candidates should know that the dictionary meaning of a word could be marked wrong if that meaning is different from its contextual meaning. ***e.g.***

(i) You are warned never to **house** criminals again because the consequence will be grave.
Note: 'house' as used here is a verb and it means 'accommodate'.

(ii) The **house** where the notorious criminal lives has been vandalized.
Note: 'house' as used here is a noun and it means 'building'.

The word 'house' is underlined in the two sentences above, but do not carry the same meaning in both sentences. If 'building' is used to replace 'house' in the first sentence, it will not fit into the context. In the same vein, if 'accommodate' is used to replace 'house' in the second sentence, it will make no sense.

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SUGGESTING SUITABLE OR APPROPRIATE TITLE FOR A PASSAGE

The approach to adopt in suggesting a suitable or appropriate title for a passage depends largely and essentially on the number of issues discussed or mentioned in the passage.

When many issues are raised in the passage, the candidate is required to first and foremost identify all the issues discussed in the passage. The option that will serve as the suitable or appropriate title should be one that has bearing ith all the issues identified. Any option that is only an aspect of a large discourse in the passage should not be chosen as a suitable or appropriate title.

If only one issue is discussed in the passage, getting a suitable or appropriate title for the passage will necessitate following the steps below:

(i) Read and understand the passage. Remember that you cannot give a title to a passage you do not really understand.

(ii) Find the subject matter or the theme of the passage or the lessons that the passage is conveying or teaching.

(iii) Re-draft the theme and that gives you the suitable or appropriate title.

NOTE: The suitable title is usually a phrase; not a clause or a sentence.

FIGURATIVE EXPRESSIONS/GRAMMATICAL NAMES AND FUNCTIONS

Most writers always make judicious use of adage, wise sayings, phrasal verbs, axioms, maxims, truisms, etc when writing comprehension passages. This has the positive effect of adding colour to the passage and the negative effect of making a passage difficult for the candidates to comprehend.

Figures of Speech have already been treated under SSCE comprehension. A chapter has been given to phrasal verbs and also to idioms in this book.

In determining the meaning of any of the others above listed, find out how the expression is used in the context. That may provide a clue to the understanding of the expression.

GENERAL NOTE

(1) Since candidates always have time constraints, it is advisable that you read all the questions under a passage before reading the passage for the first time. Do not read the options to the questions this time because that may hinder your proper understanding of the passage. Read the passage carefully and with understanding, allowing nothing to distort your trend of reasoning.

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Go through all the questions and the options and mark the answers to all the questions. Shade the answers to all the questions at once to save time.

(2) Do not spent or waste much time on a passage. Long before your examination, use past questions to work out the average number of minutes you think a passage should take you. Examination is not only a test of intelligence but also a test of candidate's ability to manage time. Therefore, training on speed and accuracy is strongly recommended.

(3) When analyzing a passage or question do not import ideas. Do not pick any option that is not expressly stated in the passage or one that cannot be arrived at through logical reasoning.

PASSAGES FOR PRACTICE

Read each passage carefully and answer the questions that follow

PASSAGE 1

There are one or two things that this country can teach others. One of which is the art of writing obituaries. One suspects that the reason why some of our newspapers still manage to break even is because of the great amount of revenue they derive from obituaries. It is not unusual for about one quarter of the volume of average daily to be constituted of obituaries and in memoriam alone. One possible explanation for this, it has been argued, is that Nigerians value their dead greatly. And there is a saying amongst us that you do not say evil things against the dead. This is obviously the philosophy behind the large dose of encomiums with which our dead are bestowed. From the evidence of these obituaries and in memoriam, every dead Nigerian must have been some thing of a saint while alive. This would explain why the dead of most Nigerians is attributed to the evil machinations of the wicked. Only very few people in our country die a natural death, and even when they do, the obituaries etc always give the impression that such deaths constitute the saddest loss to befall the deceased's family. And that is why writers of these obituaries and their allied advertisements are experts on 'mortuary stylistics'. This mortuary stylistics, the study in the art of eulogizing the dead and making their loss sound so heart breaking is one of the commodities we can export to other countries (UME 1987 Passage 1)

1. The tone of this passage is
   A. angry B. satirical C. non-committal D. pleasant
2. 'Mortuary stylistics' as used in the passage refers to the
   A. art of writing obituaries B. text of obituaries
   C. art of eulogizing the dead D. study of obituaries

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3. One suspects that the reason why some of our newspapers fail manage to break even ... suggests that some Nigerian newspapers.
   A. would be running at a loss but for obituaries
   B. are patronized only because they specialize in obituaries.
   C. derive all their revenue from obituaries
   D. invest huge revenue in obituaries
4. Obituaries are very popular in Nigeria because
   A. evil things are not said against the dead
   B. every dead Nigerian must have lived a saintly life.
   C. only very few Nigerians die natural deaths
   D. Nigerians value their dead greatly
5. Which of the following can be deduced from the passage?
   A. The writer believes that most Nigerians do not die natural deaths
   B. Obituaries insinuate that most Nigerians do not die natural deaths
   C. The writer is convinced that every death in Nigeria is a big blow to the bereaved.
   D. The writer suspects that every death in Nigeria is a big blow to the bereaved.

PASSAGE II

It is possible to have a glimpse of life after death. Man has always believed in an afterlife, but only today do we have scientific reports of people who seem to have experienced the sensation of dying but lived to tell about it. Ongoing research is documenting hundreds of cases each year of the near-death experience (NDE), and scientists think they are finding a clearly identifiable pattern: usually a man is dying and, as he reaches the point of greatest physical distress, he hears himself pronounced dead by his doctor. He begins to hear an uncomfortable noise, a loud ringing or buzzing, and at the same time feels himself moving very rapidly through a long dark tunnel. After this he suddenly finds himself outside of his own physical body, but still in the immediate physical environment, and he sees his own body from a distance, as though he is a spectator. He watches the resuscitation attempt from this unusual vantage point and is in a stage of emotional upheaval.

After a while, he collects himself and becomes more accustomed to his odd condition. He notices that he still has a body, but one of a very different nature and with very different powers form the physical body he has left behind. Soon after, things begin to happen. Others come to meet and to help him. He glimpses the spirits of relatives and friends who have already died, and a loving, warm spirit of a kind he has never encountered before – a being of light –

appears before him. This being asks him a question, nonverbally to make him evaluate his life - and helps him along by showing him a panoramic instantaneous playback of the major events of hjs life. Then he finds that he must go back to the earth that the time for his death has not yet come. At this point he resists, for by now he is taken up with his experiences in the afterlife and does not want to return. He is overwhelmed by intense feelings of joy, love and peace. Despite his attitude, though he somehow reunites with his physical body and lives. (UME 2001 Type P. Passage II)

6. The NDE man appears to be a spectator in the flurry of activities around him because
   A. his new 'body' would not allow him to participate
   B. he is moving rapidly through a long dark tunnel
   C. he can only watch as the events unfold
   D. He is now a dead man.
7. According to the passage, scientific evidence has made it possible
   A. to make conjectures about what happens after death
   B. to know a little about what happens in the world of the dead
   C. for one to expeirence the sensation of dying and living again
   D. for the dead to return and tell their experiences.
8. The expression 'as he reaches the point of greatest physical distress', as used in the passage, means when
   A. the man's system finally collapses
   B. the sick man finally stops breathing
   C. his doctor is ready to pronounce him dead
   D. his condition seems to get worse.
9. A suitable title for the passage is
   A. A glimpse into the World of the Dead
   B. Visions of an Afterlife
   C. Research into the lives of the Dead
   D. The Sensation of Death and the Afterlife
10. That the man was shown a panoramic instantaneous playback of the major events of his life suggests that
   A. he needs to be entertained to take his mind away from the noise around him.
   B. he needs to see the difference between his past life and his new life.
   C. there are video machines in the world beyond.
   D. he has to assess his deeds in life.

Suggested answers

PASSAGE I (1) B (2) D (3) A (4) D (5) B

PASSAGE II (6) C (7) A (8) A (9) D (10) D

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TOPIC 37

IDIOMATIC EXPRESSIONS

An idiom is an expression whose meaning cannot be arrived at by giving a definition to the individual words that make up the expression. To understand it, the words must be learnt as a whole unit.

The following are some examples of idioms and their meanings:

1. A black leg – One who betrays people
2. To smell a rat – To be suspicious
3. A hard and fast rule – A rigid rule
4. To have a head like a sieve – To be very forgetful; having a poor memory
5. To bury the hatchet – To settle a quarrel and make peace
6. To be in the air – To be uncertain
7. A green horn – An inexperienced person
8. A cat's paw – one that is used for doing evil.
9. To keep someone at arm's length – To avoid someone
10. To keep an open door – To be accessible
11. To dig someone in the ribs – To make uncomplimentary (unpleasant) remarks about someone.
12. To kill two birds with one stone – To achieve two things with one action.
13. To be at sixes and sevens – To be confused
14. To run amok – To become mad.
15. To have a finger in every pie – To have many business interests.
16. A square peg in a round hole – To put a person or thing in a wrong position.
17. A Herculean task – An almost impossible task.
18. To eat one's heart for someone – To long for.
19. To make bricks without straw – To do things without the necessary materials.
20. To keep one's head above water – to stay out of financial difficulty or debt.
21. To go off the rails – To lose control; to behave in a strange or abnormal way
22. To have a roving eye – Always looking for a chance to start a new sexual relationship.
23. To send to coventry – To ignore; to refuse to speak with
24. To do something till the cows come home – For a very long time; forever
25. To send one packing – To tell somebody roughly or rudely to go away
26. To escape by a hair breadth – To escape narrowly.

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27. Every cloud has a silver lining – There is a good side to all misfortunes.
28. To be hand in glove with someone – To have a close relationship
29. To sweep the board – To be completely successful
30. To take time by the forelock – To use an opportunity promptly
31. To be out of the wood – To be free or out of difficulties.
32. To throw dust in somebody's eyes – To mislead
33. To look blue – To be depressed
34. Once in a blue moon – On very rare occasions.
35. To have too many irons in the fire – To take on more problems than one can cope with
36. The cream of the society – Very important people
37. To hold brief for someone – To represent
38. All hands must be on deck – All must cooperate; all must be involved.
39. To be as lively as a kitten – Gay and cheerful
40. To get one's knickers in a twist – To become angry; confused or nervous; to react to something more strongly than is necessary.
41. To be knee-high to a grass-hopper (of a child) – very small.
42. Kith and Kin – friends and relations
43. To hold out the olive branch – To sue for peace
44. A Jezebel – A very wicked woman
45. To be left in the lurch – To be abandoned in a time of need.
46. Fast friends – very close friends; intimate; not easily separated from each other.
47. A Greek gift – A deceptive or treacherous gift.
48. To make a killing – To be extraordinarily successful
49. A light-fingered fellow – One that is very clever at stealing.
50. By hook or by crook – By any means possible – legal or illegal means.
51. The last but not least – Last but no less important than others.
52. To get up with the lark – To get out of bed very early in the morning.
53. At long last – After much delay or effort; in the end; finally.
54. To wash one's dirty linen in public – To discuss or argue about one's personal affairs in public.
55. Lock, stock and barrel – Completely; including everything.
56. To be at a loss – Not knowing what to do or say.
57. The be-all and end-all – The most important part; all that matters.
58. To beat about the bush – To talk about something without coming to the main point; to hedge.
59. The beginning of the end – The first clear sign of a final result.

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60. The evil day/hour – The time when something unpleasant that one would like to avoid will happen.
61. To be on the offensive – To make an attack; to act aggressively.
62. A fly in the ointment – A person or thing that spoils an otherwise satisfactorily situation or occasion.
63. To burn the midnight oil – To study or work until late in the night.
64. To be in all forms – To be supported on one's hands and knees and toes.
65. To have a frog in one's throat – To lose one's voice or be unable to speak clearly for a short time.
66. To cudgel one's brains – To think very hard.
67. A skeleton in the cupboard – A family secret which would embarrass somebody if it becomes known by the public.
68. A bed of roses – A life of pleasure and ease.
69. To give a person a wide berth – To remain at a distance from somebody or something.
70. To go into one's shell – To be shy or reserved.
71. To be born with a silver spoon in one's mouth – To have wealthy parents.
72. To be wide off the mark – To be far from the point aimed at; to fail to be accurate.
73. A dog's breakfast/Dinner – A thing done badly; a mess.
74. To be in somebody's good books – To have somebody's favour or approval.
75. By leaps and bounds – Very rapidly.
76. A dog in the manger – A person who stops others from enjoying something he or she cannot use or does not want.
77. To rain cats and dogs – To rain heavily.
78. To give a dog a bad name – It is very difficult to lose a bad reputation; to assume that someone is always bad on account of one mistake.
79. To lead a dog's life – An unhappy life, full of problems or unfair treatment.
80. To be on one's mettle – To be encouraged or forced to do one's best.
81. A bitter pill to swallow – A fact or an event that is unpleasant to accept or very disappointing.
82. A blessing in disguise – A thing that seems unfortunate, but is later seen to be fortunate.
83. To bite the hand that feeds one – To harm or be ungrateful to somebody who has been kind to one.
84. He who pays the piper calls the tune – The person who provides the money for something should control how it is spent.
85. To cry over spilt milk – To waste time feeling sad about a situation one cannot help or change.
86. From the cradle to the grave – From birth to death.

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87. At one's earliest convenience – As soon as possible.
88. After one's own heart – Of exactly the type that one likes or understands best; sharing one's taste.
89. To cry one's eyes/heart out – To cry with great sadness for a long time.
90. To cry wolf – To pretend there is danger and call for help when it is not needed.
91. To go through the mill – To experience or make somebody experience hard training or an unpleasant experience or suffering.
92. A far cry (from something) – A very different experience from something or doing something.
93. To fan the flames – To make emotion stronger or activity more intense.
94. A going concern – A business or activity that is making profit and is expected to continue to do well.
95. To kill the goose that lays the golden egg – To destroy something that would have produced continuous profit in the future.
96. The pot calling the kettle black – The person who accuses somebody of having a fault has the same fault himself or herself; a guilty one accusing another of the same offence.
97. A bag of bones – one who is extremely thin.
98. To powder one's nose – To go to the toilet (used for women only)
99. It never rains but it pours – When one piece of bad luck is or is likely to be followed by another.
100. The black sheep of a family – one who brings shame or disgrace to his family.
101. To make a mountain out of a molehill – To make a very unimportant matter seem important.
102. One swallow does not make a summer – A single fortunate or satisfactory incident does not mean that what follows will be good.
103. To have one's tail between one's leg – To be ashamed or depressed.
104. To give tit for tat – Giving a blow; injury, insult or the like in return for the one received.
105. The uncrowned king/queen – The person considered to be the most talented or successful in a certain field or group.
106. To have a bird's eye view of something – A general view or survey.
107. To keep (somebody) posted – To keep somebody informed of the development or news.
108. A bird in the hand is worth two in the bush – It's better to be satisfied with what one has than to risk losing everything by trying to get much more.
109. To take the bull by the horns – To face a difficulty or danger directly with courage.

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110. To be led by the nose – To control somebody completely; to make one do what one wishes.
111. To paint an incident in bright colours – To exaggerate the details of what happened.
112. To cut one's nose to spite one's face – To harm oneself while taking revenge on somebody else.
113. To keep somebody's nose to the grind stone – To make somebody work hard.
114. To turn one's nose up at something – To treat something with contempt.
115. To take a French leave – To leave one's work or duty without permission.
116. To break new ground – To make new discovery or do something that has not been done before.
117. To be with somebody through thick and thin – To be with him in spite of all the difficulties; in both good and bad times.
118. A thorn in somebody's flesh/side – A person or thing that continually annoys somebody or prevents him from doing something.
119. To make one's blood freeze – To fill one with feelings of fear and horror.
120. To look as if butter would not melt in one's mouth – To appear innocent, kind, gentle although one is probably not.
121. To know which side one's bread is buttered – To know where one's interests lie or what will be to one's advantage.
122. A bull in a China shop – A rough and clumsy person; a vandal
123. Rome was not built in a day – Time and hard work are necessary for a difficult or important task.
124. A different kettle of fish – A completely different person or thing from the one previously mentioned.
125. A knight in shining armour – A person who saves one from a difficult or dangerous situation.
126. To dig one's own grave – To do something which causes one to fail or be ruined.
127. To be on tenterhooks – In a state of anxiety or excitement when waiting to find out what will happen.
128. To marry money – To marry a rich person.
129. To do in Rome as the Romans do – One should change one's habits to suit the customs or conventions of the place one is living in.
130. To go through the roof – To become angry; to rise rapidly
131. To tell it to the marines – To express disbelief.
132. To be under a cloud among people – To be out of favour.
133. To show a clean pair or heels – To escape by running away.
134. To spill the bean – To reveal a secret.

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135. To play a second fiddle – To play a less important role; a second position.
136. A clog in the wheel- something that constitutes an obstacle or a hindrance.
137. To have a field day – A day or period of great excitement and activity.
138. To be at daggers drawn – To be enemies; to show hostility towards somebody.
139. To throw in the sponge/towel – To admit defeat and stop trying.
140. Too many cooks spoil the broth – If too many people are involved in doing something, it will not be done well.
141. To be in one's element – To be in one's usual or preferred surroundings or doing what one is good at and enjoys.
142. To be between the devil and the deep blue sea – To be in dilemma; state of confusion.
143. To kick the bucket – To die.
144. To sit on the fence – To fail or refuse to decide between two proposals; non-committal.
145. To chew the fat/rag – To have a long friendly discussion or talk about different things.
146. The fat is in the fire – There will be a lot of trouble.
147. To play fast and loose – To change one's attitude towards somebody or something repeatedly in an insincere way; to treat lightly or casually.
148. Birds of a feather flock together – People of the same sort (usually bad) are found together.
149. To sing a different song – To change one's opinion about or attitude towards somebody.
150. A bone of contention – Subject about which there is disagreement.
151. A bolt from the blue – A complete surprise; an event which is not expected and not welcome.
152. To have a bee in one's bonnet – To be obsessed with something; to think or talk about something constantly.
153. To beard the lion in his den – To visit somebody important in order to challenge him or to obtain a favour.
154. To stick to one's guns – To maintain one's stand resolutely.
155. To go against the grain – To work against one's natural inclinations.
156. To clear the air – To get rid of suspicion and doubt.
157. To pay a flying visit – A very brief visit.
158. To be given a blank cheque – To be given full powers to act as one thinks best.
159. To develop cold feet - To become afraid or nervous; to lose confidence.
160. To blow hot and cold – To keep changing in one's opinion about something.
161. To be hard up – To be short of money.

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162. To foot the bill for something – To be responsible for praying the cost of something.
163. To have a feet of clay – To have some basic weakness or fault.
164. To stand on one's own feet – To be independent and able to look after oneself.
165. To wash one's hands off somebody/something – To refuse to be responsible for or involved with somebody or something; to have nothing to do with somebody.
166. To play into somebody's hands – To do something that is to an opponent's advantage.
167. To have an axe to grind – To have private reasons for being involved in something.
168. To lead a cat – and – dog life – To quarrel all the time.
169. To leg it to a place – To run there.
170. To have no leg to stand on – To have nothing to support one's opinion or justify one's action.
171. To pull somebody's leg – To play a joke on somebody especially by making him believe something that is not true.
172. When the cat is away the mice will play – People enjoy themselves more and behave with greater freedom when the person in charge of them is not there.
173. To let the cat out of the bag – To reveal a secret carelessly or by mistake.
174. To look like something the cat brought in – To look dirty or untidy.
175. To have no room to swing a cat – No enough space to live or work in.
176. That is the story of my life – It is said by somebody when something bad happens and he compares it to many similar experiences he has had in the past.
177. Larger than life – Exaggerated in size, appearance or behaviour and likely to attract attention.
178. A case of dog eat dog – A situation of fierce competition in which people are willing to harm each other in order to succeed.
179. To let sleeping dog lie – To avoid causing trouble; do not try to change a situation that could become a problem if somebody interfered.
180. To cross the Rubicon - To take an irreversible action; to get to a stage where going back becomes impossible.
181. One's salad days – A time when one is young and without much experience.
182. To take the wind out of somebody's sail – To cause somebody to lose his confidence by doing or saying something that he does not expect.
183. A stone's throw – A very short distance.

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184. People in glass houses shouldn't throw stones – One should not criticize others when one has one's own faults.
185. To leave no stone unturned – To try every possible course of action in order to achieve something.
186. To fall between two stools – To fail to be or take either of two satisfactory alternatives.
187. To dot one's i's and cross one's t's – To complete the final details of a task.
188. A Daniel – An impartial judge.
189. Donkey's years – A very long time.
190. At large – As a whole; in general; not yet captured; free
191. Actions speak louder than words – What somebody actually does means more than what he says he will do.
192. By/in fits and starts – By stopping and then starting again; not continuously.
193. A stitch in time saves nine – An action or work done immediately may save a lot of extra work later.
194. A storm in a tea cup / A tempest in a teapot – A lot of anger or worry about something unimportant.
195. Second to none – The first or best.
196. There is no accounting for taste – It is impossible to explain why different people like different things.
197. One's Achilles' heel – One's weak point.
198. An acquired taste – A thing that one learns to like gradually.
199. To flex one's muscles – To show one's strength and power especially as a warning or to display pride in oneself.
200. Strange bedfellows – Incompatible friends.
201. To take a leap / shot in the dark – An answer or action that is risked in the hope that it is correct.
202. To take a statement with a pinch or grain of salt – To take with caution and doubt.
203. The salt of the earth – A very good, honest, kind person or group of people
204. To call it a day – To decide or agree to stop doing something temporarily or permanently.
205. To put a damper on something – To make an event or atmosphere less cheerful or excited.
206. A nine days' wonder – A person or thing that attracts attention for a short time but is soon forgotten.
207. A daylight robbery – charging too much money for something.
208. To save / prepare for the rainy day – To save something especially money for a time when one may need it.

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209. To raise one's eyebrows at something – To show that one disapproves of or is surprised at something.
210. You can't have your cake and eat it – You can't enjoy the benefits or profits from two different courses of action when only one or the other is possible.
211. A pyrrhic victory – A victory won by a person at a very high cost.
212. To put the cart before the horse – To do things in their wrong order.
213. To be all ears – To listen to someone with rapt attention or carefully.
214. To let bygones be bygones – To forgive and forget past disagreements.
215. To Open up a can of worms – To create a complicated problem.
216. An old wives' tale – An old and usually foolish idea or belief.
217. To pass an examination with flying colours – To do very well.
218. To be in the soup – To be in trouble or difficulties.
219. To milk/suck somebody or something dry – To obtain from somebody all the information, money or help he has without giving anything in return.
220. A swan song – The last thing done or produced for the public by an artiste, composer or an actor.
221. To bite the dust – To fall down dead; to be defeated or rejected.
222. To bite off more than one can chew – To attempt to do too much or to do something that is too difficult.
223. The matter came to a head – It came to the climax.
224. To make one's blood boil – To make somebody very angry.
225. To turn a blind eye to something – To pretend not to notice.
226. The blind leading the blind – People without enough experience or knowledge attempting to guide or advise others like them.
227. A blind date – An arrangement to meet socially made between two people who have not met each other before.
228. His blood is up – He is in a fighting mood.
229. There is a bad blood between them – Feelings of mutual hatred or strong dislike.
230. To have somebody's blood in one's hands – To carry responsibility for the death of a person or people.
231. Blood is thicker than water – Family relationships are the strongest ones.
232. To keep the pot boiling – To keep the interest in something alive.
233. To play possum – To pretend to be asleep or unaware of something in order to deceive.
234. A pot of gold – A large prize or reward that somebody hopes for but is unlikely to get.
235. To be the shadow of one's former self – Not having the strength or influence that one formerly had.
236. To hold somebody or people spellbound – To completely hold the attention of somebody or people as by a magical spell.

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237. To live is a fool's paradise – A state of happiness that is based on false idea although the happy person does not know this.
238. To act / play the fool – To behave in a silly way or so as to amuse (and perhaps annoy) others.
239. A chip off the old block – A person who is like his or her father or mother in character.
240. To make both ends meet – To earn enough money to live without getting into debt; to balance one's income and expenditure.
241. One's widow's mite – All that one could honestly afford.
242. To play to the gallery – To behave in an exaggerated way to attract people's attention.
243. There is more to it than meets the eye – It is more complex or interesting than one might at first think.
244. To make one's hair stand on end – To fill one with fear or horror.
245. To sweat one's guts out – To work very hard, to the point of collapse.
246. To split hairs – To make very small and unnecessary distinctions in an argument.
247. To spare the rod and spoil the child – If you do not punish children especially physically, when they do wrong, you will spoil their character.
248. The game is not worth the candle – The advantages to be gained from doing something are not worth the trouble or expense involved.
249. To have one's heart in one's boot – To be very sad and depressed.
250. To make a virtue of necessity – To do something good willingly even though one has to do it anyway.
251. To throw a new light on a matter – To provide a fresh information.
252. To make a clean breast of everything – To tell the whole truth.
253. A heart of gold – A very kind nature.
254. A heart of stone – A cruel nature or one that shows no pity or sympathy.
255. To have one's heart in the right place – To be sincere and kind.
256. Outstay / Overstay one's welcome – To stay too long as a guest, when one's host would prefer one to live.
257. To lick one's wounds – To try to recover one's strength or confidence after defeat or disappointment.
258. To introduce belt tightening measures – Stiff measures.
259. To blow one's own trumpet – To engage in self-praise.
260. To feather one's own nest – To make oneself richer or comfortable at the expense of somebody else.
261. To talk with one's tongue in one's cheek – Not intending to be serious.
262. To pull the wool over somebody's eyes – To deceive somebody.
263. To observe at close quarters – At a close range, very near.
264. To rise to an occasion – To prove oneself able to deal with an unexpected problems and / or situation.

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265. The cynosure of all eyes – One that attracts people's attention.
266. To put one's card on the table – To make one's plan or intention known.
267. To go about with a chip on one's shoulder – To be bitter and easily offended; with an air of pride and defiance.
268. To do something behind closed doors – Without the public being allowed to attend or know what is happening in private.
269. To work / fire on all cylinders – To use all one's energy to do something.
270. A dark horse – A person who hides facts about his or her life, especially one's special personal qualities or abilities.
271. To dance to somebody's tune – To do what somebody demands.
272. To be alive and kicking – Still living, in good health and active.
273. To kill a fly with a machine gun – To award a very stiff punishment for a minor offence.
274. To dress to kill – To dress to attract the attention and admiration especially from opposite sex.
275. To jump the gun – To do something too soon, before the proper time.
276. To be as fit as a fiddle – To be in a very good physical condition.
277. To jump out of one's skin – To move violently because of a sudden shock.
278. To put all one's eggs in one basket – To risk everything one has on the success of one's plan.
279. To hit the jackpot – To make or win a lot of money quickly and unexpectedly.
280. To let somebody stew in his own juice – To leave somebody to suffer from the unpleasant consequences of his own actions without helping him or trying to make him feel better.
281. To cut-corners – To do something in the easiest, quickest or cheapest way, often by ignoring rules or omitting something.
282. To strike while the iron is hot – To make use of an opportunity immediately; to act while conditions are favourable.
283. To steal a march on somebody – To gain advantage secretly or by acting before they do.
284. To keep a stiff upper lip – To show an ability to appear calm when in pain or trouble.
285. To be at one's wits end – Not knowing what to do or say because one is very worried.
286. A jack-of-all-trades – A person who can do many different types of work but not necessarily very well.
287. The whys and the wherefores – The reasons.

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288. A fair weather friend – A friend that gets close only when the going is good.
289. To see the wood for the trees – To fail to see or understand the main point or subject because one is paying too much attention to details.
290. To hit the nail on the head – To state the truth exactly.
291. A hatchet man – A person employed to defeat or damage somebody's opponents or to carry out criminal tasks for somebody.
292. A gold – digger – A woman who uses her sexual attractions to get money from men.
293. To tell the gospel truth – To give a completely reliable information.
294. To be on the horns of a dilemma – To be faced with a choice between things that are equally undesirable.
295. A boon companion – A close friend with whom one enjoys spending time.
296. A happy – go – lucky attitude – Not planning or worrying about the future.
297. A hill of beans – A thing of little value.
298. To give somebody marching orders – To tell him to go; to dismiss somebody.
299. To be home and dry – To be safe and successful especially after a difficult time.
300. To fish in trouble water – To make personal gain from other people's trouble.
301. To have other fish to fry – To have more important things to do.
302. To pour oil on troubled water – To try to settle a disagreement or dispute.
303. Still waters run deep – A quiet or calm person can have strong emotions; much knowledge or wisdom; there is wisdom in silence.
304. Out of the frying pan into the fire – from a bad to worse situation.
305. Mind your p's and q's – Be careful about your behaviour.
306. To hit somebody below the belt – To be unfair to him.
307. A peppery individual – A hot tempered person; easily provoked.
308. To be in evil case – To be poor.
309. To get too big for one's boots – To become too proud of oneself.
310. A big fish in a little pond – An important and influential person in a small community.
311. The man in the street – The ordinary man in the society.
312. To be tied to somebody's apron strings – To be completely controlled by him.
313. To be in the same boat with someone – To face similar or same circumstances.
314. A pocket Hercules – A person that is small but very strong.
315. For / in a month of Sundays – For a very long time.
316. Nothing venture, nothing gain / win – One cannot expect to achieve anything if one never takes risks.

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TOPIC 38

SPELLINGS

Spellings is one important topic that is often waved aside by many a student preparing for any examination. The consequence is that many of these students perform woefully in essays or letters because they end up scoring zero in Mechanical Accuracy (M.A). Every wrong spelling (unless repeated) is ringed and mark deducted. In the UTME, questions on spellings have been consistent.

Below is a list of some of the words that are always wrongly spelt by students.

Nos.	Correct Spellings	Wrong Spellings
1.	Occasion	Occassion
2.	Onomatopoeia	Onomatopia
3.	Deceive	Decieve
4.	Conceive	Concieve
5.	Privilege	Priviledge
6.	Pronunciation	Pronounciation
7.	Acquaintance	Acquantance
8.	Writing	Writting
9.	Until	Untill
10.	Skilful	Skillful
11.	Postpone	Prospone
12.	Occurrence	Occurence
13.	Kerosene (British)	Kerosine (Esp. America)
14.	Manoeuvre	Man over
15.	Knowledge	Knowlege
16.	Impeccable	Impecable
17.	Generosity	Generousity
18.	Grammar	Grammer
19.	Maintenance	Maintainance
20.	Maintain	Mentain
21.	Forty	Fourty
22.	Immovable	Immoveable
23.	Fortnight	Forthnight
24.	Duly	Duely

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25.	Lying	Lyeing
26.	Formula	Formular
27.	Vacuum	Vacum
28.	Environment	Enviroment
29.	Grateful	Greatful
30.	Flabbergasted	Flabergasted
31.	Transferred	Transfered
32.	Argument	Arguement
33.	Beginning	Begining
34.	Tomorrow	Tommorrow
35.	Illiterate	Illitrate
36.	Somersault	Sommersalt
37.	Handkerchief	Handkarchief
38.	Commotion	Commosion
39.	Commitment	Comitment
40.	Committal	Commital
41.	Committee	Comittee
42.	Accommodation	Accomodation
43.	Surprise	Suprise
44.	Separate	Seperate
45.	Homogeneous	Homogenous
46.	Councillor	Councilor
47.	Cutlery	Cuttlery
48.	Brassiere	Brazzier
49.	Boycott	Boycot
50.	Genuine	Genune
51.	Truly	Truely
52.	Camouflage	Camorflag
53.	Forefathers	Fourfathers
54.	Trek	Trekk / Treck
55.	Trekking	Trecking / Treking
56.	A lot	Alot
57.	Catapult	Cataport
58.	Welcome	Wellcome
59.	Ceiling	Ceilling
60.	Compulsory	Compusory
61.	Clarity	Clearity
62.	Faithful	Faithfull
63.	Embarrassment	Embarassment
64.	Embarrass	Embarass
65.	Grievous	Grevious
66.	Interfere	Interfer

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67.	Martyr	Marter
68.	Occur	Occure
69.	Necessary	Neccessary
70.	Parlour	Parllour
71.	Professor	Proffessor
72.	Equipped	Equiped
73.	Etiquette	Etiquete
74.	Rendezvous	Rendenvous
75.	Shining	Shinning
76.	Cassette	Casette
77.	Ostrich	Orstritch
78.	Integrity	Intergrity
79.	Gramophone	Grammaphone
80.	Handiwork	Handwork
81.	Guarantee	Garantee
82.	Welfare	Wellfare
83.	Neighbour	Neghbour
84.	Stubborn	Sturborn
85.	Discipline	Dicipline
86.	Penicillin	Penicilin
87.	Pessimistic	Pesimistic
88.	Messenger	Messanger
89.	Omitted	Omited
90.	Auxiliary	Auxilliary
91.	Colloquialism	Colloqualism
92.	Challenge	Chalenge
93.	Bonanza	Bonnaza
94.	Catarrh	Catah
95.	Academic	Acadamic
96.	Amateur	Amatior
97.	Candid	Candeed
98.	Conducive	Condusive
99.	Dining	Dinning
100.	Curfew	Corfew
101.	Farewell	Farwell
102.	Excursion	Escurtion
103.	Hurricane	Hurrycaine
104.	Forgotten	Forgoten
105.	Enmity	Enimity

106.	Colonel	Connel
107.	At times	Atimes
108.	Opulent	Opullent
109.	Precede	Preceed
110.	Fateful	Fatefull
111.	Chosen	Choosen
112.	Luggage	Lugage
113.	Baggage	Bagage
114.	Continuous	Continous
115.	Possess	Posses
116.	Fallacy	Falacy
117.	All right	Alright
118.	Sequential	Sequencial
119.	Sepulchre	Sepulker
120.	Sergeant	Sergent
121.	Fulfil	Fulfill
122.	Eczema	Eczima
123.	Pseudonym	Pseudonim
124.	Queue	Qeueu
125.	Bureaucracy	Bureucracy
126.	Diarrhoea	Diarhia
127.	Secede	Seceed
128.	Wooing	Wooeing
129.	Orgasm	Organsm
130.	February	Febuary
131.	Consequential	Consequencial
132.	Meagre	Meager
133.	Pomposity	Pompousity
134.	Jettison	Jetison
135.	Referee	Refree
136.	Practitioner	Practitonal
137.	Prerogative	Prirogative
138.	Inconvenience	Inconvinience
139.	Millennium	Millenium
140.	Dyeing (clothes)	Dieying
141.	Dying (of death)	Dieying
142.	Caterpillar	Catapillar
143.	Sacrilege	Sacriledge

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144.	Vying	Vieying
145.	Interesting	Intresting
146.	Influential	Influencial
147.	Usurp	Uzorp
148.	Delinquency	Deliquency
149.	Transferred	Transfered
150.	Miscellaneous	Miscellanous
151.	Derogatory	Derogatry
152.	Trafficking	Trafiking
153.	Venereal	Veneral
154.	Counterparts	Countaparts
155.	Bye - bye	By-bye
156.	Attorney	Atorney
157.	Dormitory	Dormentory
158.	Laboratory	Laboratary
159.	Boycott	Boycot
160.	Conspicuous	Conspicuos
161.	Colossal	Collossal
162.	Colour	Color (US)
163.	Curtain	Cuttin
164.	Cushion	Cushin
165.	Passenger	Persenger
166.	Interpret	Interprete
167.	Invigilator	Invigillator
168.	Incessant	Incesant
169.	Mattress	Matress
170.	Livelihood	Livelyhood
171.	Illusion	Illuttion
172.	Hierarchy	Highrachy
173.	Juvenile	Juvinile
174.	Blouse	Blause
175.	Available	Avalable
176.	Melodious	Menlodious
177.	Omnibus	Ominibus
178.	Comparison	Comparism
179.	Litotes	Littotes

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180.	Synecdoche	Synedoche
181.	Denouement	Denuement
182.	Metre	Meter (Esp. US)
183.	Tyrannical	Tyranical
184.	Umbilical	Umblical
185.	Dodge	Dulge
186.	Effrontery	Effrontory
187.	Earrings	Ear-rings
188.	Library	Libry
189.	Athletics	Atletics
190.	Pursuance	Pursueance
191.	Thoroughly	Thoroghly
192.	Vernacular	Vanacular
193.	Alcohol	Alchohol
194.	Souvenir	Sorveneer
195.	Tetanus	Tetenus
196.	Pyjamas / Pajamas	Pijamass
197.	Ecstasy	Estacy
198.	Convalescent	Convalesent
199.	Ammunition	Amunition
200.	Excursion	Escortion
201.	Literature	Litrature
202.	Post-mortem	Post-motterm
203.	Umbrella	Umbrela
204.	Preferential	Prefrential
205.	Rheumatism	Romantism
206.	Cigarette	Cigratte
207.	Pomography	Ponography
208.	Omission	Ommission
209.	Harass	Harrass
210.	Dysentery	Dysentory
211.	Almighty	All mighty
212.	Commission	Commision/Comission
213.	Hippopotamus	Hipoppotamus/hippopotamus
214.	Foreword (of a book)	Forward

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215.	In spite of	Inspite of
216.	Unkempt (not neat or tidy)	Unkept
217.	Curiosity	Curiousity
218.	For ever	Forever
219.	En masse	Enmass
220.	Fluorescent	Floresent
221.	Playwright	Playright
222.	Ghanaian	Ghanian

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TOPIC 39

REGISTER

Every field of human endeavor is associated with certain technical terms which may be unintelligible to the uninitiated and which may convey different meanings altogether when they appear in other contexts. Register is therefore, the range of vocabulary, grammar etc used by speakers in particular social circumstances or professional contexts.

It is a trite fact that passages are usually drawn from different fields or professions and this singular fact underscores the need for students to acquire an extensive vocabulary applicable to a wide variety of subjects. In this chapter, an attempt shall be made to give a lucid explanation of the terms as used in areas like law, medicine, commerce, banking and insurance, engineering, agriculture, government/politics, computer, religion, etc.

LAW

1. **Damages** – The compensation or reward (especially in monetary terms) paid to a person who has suffered some damage.
2. **Will** – It is a document written by a person in anticipation of death, stating how his property will be shared after his demise.
3. **Codicil** – An amendment to a Will.
4. **Demise** - The legal term for death.
5. **Die Intestate** – To die leaving no Will.
6. **Plaintiff** – The person maintaining an action against another in a court; the person suing; litigant.
7. **Defendant** – The person against whom an action is maintained; the person that is sued by the plaintiff; the accused person.
8. **Client** – One who seeks the services of a lawyer.
9. **Appellant** – One who appeals against a decision of a court.
10. **Respondent** – The person against whom the appeal is made.
11. **Alibi** – A plea made by an accused person that he wasn't at the scene of the commission of a crime and could therefore not have committed the crime.

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12. **Judgement** - The final pronouncement or decision of a court on a matter before it.
13. **Perjury** – To tell lies on oath.
14. **Patricide** – The offence for killing one's father.
15. **Matricide** – The offence for killing one's mother.
16. **Infanticide** – The offence for killing an infant.
17. **Parricide** – The killing of one's father, mother or close relations.
18. **Murder** – The intentional killing of another person.
19. **Manslaughter** – Unintentional killing of another person.
20. **Situate** – The legal term for location.
21. **Holden** – The legal term for holding.
22. **Regicide** – The offence for killing a Queen or a king.
23. **Genocide** – The deliberate killing of a nation or a race of people.
24. **Accomplice** – A person who aids or abets in the commission of a crime and who can be held guilty of the same offence.
25. **Justice of the peace** – A person who judges less serious cases, a magistrate.
26. **Jurisdiction** – The limits (area) within which legal authority can be exercised; the power to make legal decisions and judgments about something.
27. **To Institute** – To bring a legal suit against a person.
28. **To Sit** – To resume hearing of a case.
29. **To Rise** – To close hearing of a case of the day.
30. **Judicial Officers** – General name for Magistrate and judges.
31. **Case Laws** – Laws which are made by judicial officers and which have the force of law.
32. **Assault** – Any action that puts another in a reasonable state of fear that he is about to be hurt.
33. **Battery** – The hitting, touching, beating etc of another person.
    Note: If 'A' throws stone at 'B', it is assault while the stone remains in the air but becomes battery immediately it touches 'B'.
34. **Prayer** – A formal request made by a person in a court of law.
35. **Misdeamenours** – Simple or less serious offences.
36. **Felony** – Major or most serious offences like murder. A person accused of felony is called a felon.
37. **Slander** – An unwritten (spoken) defamatory statement.
38. **Libel** – A written defamatory statement or one that is stored in a permanent form e.g. recording.
39. **Witness** – One who gives support or backing to a claim made by another in court.

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40. **Adjournment** – To shift or postpone the hearing of a case to a later but definite date.
41. **Remand** – To detain or keep in custody.
42. **Affidavit** – A written statement (usually made on oath) which is used as evidence.
43. **Evidence** – The information that one has to prove or support his complaints.
44. **Prosecutor** – A government representative who is either a lawyer or a police officer involved in the prosecution.
45. **Bailiff** – One who serves court summons or an agent to a land owner.
46. **Amnesty** – An official pardon granted by a state to people who have committed offences against it.
47. **Plea of Mitigation** – A plea for leniency made by guilty person (through his counsel) to the judge.
48. **Contempt of Court** – A willful disregard of court order; an action that is intended to frustrate the due process of law.
49. **Bail** – Money paid by or for somebody accused of a crime, as a guarantee that he will return for his trial if he is allowed to go free until then.
50. **Cost** – The compensation (usually monetary) paid because of inconvenience suffered.
51. **Suit** – A matter or case in court.
52. **Exhibit** – An item that one has or gives to support one's evidence.
53. **Subpoena** – An order given by a court requiring a person to appear before it to provide a useful information or to give evidence.
54. **Null and Void** – Having no legal force; invalid.
55. **Writ of Interlocutory Injunction** – An order of a court restraining a person or a body from carrying out an action until the final determination of the pending suit.
56. **Write of Mandamus** – An order given to an inferior court or agency by a superior court to carry out a specific action.
57. **Alimony** – The money that a court may order somebody to pay regularly to his former wife or husband after a legal separation or divorce.
58. **Treason** – The offence of betraying one's country.
59. **Prima Facie** – On superficial or face value; seems real at first or true without further investigation.
60. **Onus** – A duty or responsibility of proof that rests on the plaintiff or defendant.

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INSURANCE, COMMERCE, STOCK EXCAHNGE AND BANKING

1. **Ledger** – A principal book of accounts in which business transactions are posted.
2. **Assets** – These are durable / tangible property of an organization. They have long life span e.g. motor vehicle, plant and machine.
3. **Shares** – Parts of company's capital issued to the public in numbers of unit.
4. **Cheque honour** – A cheque, which a bank accepts when presented by the payee or drawer.
5. **Payee** – A person that money or cheque is paid to.
6. **Drawee** – The bank to which a cheque is presented.
7. **Drawer** – The person who draws (issues) a cheque for withdrawal of cash.
8. **Counter** – The place where customers are attended to in the bank for savings, withdrawals, enquiries and services.
9. **Dividend** – The interest a company pays on shareholder's capital.
10. **Indemnity** – This is a way of bringing an insured person back to the position he was before he suffered the loss.
11. **An Insured** – A person who pools his risk with others in insurance i.e. A person who takes up an insurance policy.
12. **Liquidity** – The rate of converting assets to cash. 'Liquid' means cash.
13. **Subrogation** – An insurance principle which states that the insurance company reserves all the rights and remedies to take over the possession of the goods, if the policy holder has been fully compensated.
14. **Tariff** – It is a duty paid on imported goods. It's also called custom duty/import duties.
15. **Passbook** – This is used in withdrawing money in bank by savings account holder.
16. **Teller** – It is used to pay / deposit money into an account by a current account holder.
17. **Cashier** – A person who pays customers in the bank at the counter.
18. **Turnover** – It is the total value of goods sold during a particular period. It can also be called sales.

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19. **Assurance** – It means that an incident is certain e.g. Death / life assurance.
20. **Premium** – It's the amount paid by an insured to an insurer periodically.
21. **Broker** – This is an agent who negotiates and makes contract for sales and purchase of goods. He links his principal with potential customer for which he is paid a commission called brokerage.
22. **Bankrupt** – A debtor's inability to pay his debts. The debtor's property is consequently seized and auctioned to settle the debts.
23. **Wind up** – This is when a company ceases to exist; when operation comes to an end / liquidated.
24. **Overdraft** – It is a credit facility enjoyed by a current account holder in which he withdraws money in excess of what he has in his account.
25. **Bounced cheque** – A cheque returned by a bank as worthless.
26. **Savings Account** – This account is operated by low income group and its main objective is to encourage people to form saving habit. It is operated with the use of passbook and interest is paid to them.
27. **Deficit** – This is the excess of expenditure over income.
28. **Bull** – This is a speculator who buys securities with hope of increase in their prices.
29. **Bear** – This is a speculator who buys securities with the anticipation of fall in their prices.
30. **Surrender Value** – This is the amount the insurance company will pay the insured if the assured does not want the life assurance policy to continue.
31. **Ex-gratia Payment** – Payment made by an insurance company out of sympathy to an insured outside its legal obligation.
32. **Jettison** – The act of throwing or casting of goods overboard in order to make a ship light and save it from danger.
33. **Embargo** – An order that bans goods and service from entering a country.
34. **Demurrage** – The compensation a charterer pays to a ship owner for delaying the ship beyond the specified period of time allowed the ship for loading and unloading in a port.

AGRICULTURE AND HORTICULTURE

1. **Peasant/subsistence farming** – Agricultural production for the satisfaction of the farmer's immediate and extended families but not for sale.

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2. **Commercial farming** – Agricultural production strictly for sale.
3. **Shifting Cultivation** –A system of farming where a piece of land is abandoned when it has lost fertility after years of cultivation.
4. **Bush fallowing** – A system of farming where a piece of land is allowed to undergo fallow after years of cultivation but the farmer's residence must shift to the new farmland.
5. **Crops rotation** – The rotation of different crops on a small piece of land divided into several plots.
6. **Cultural practice** – Operations carried out in the farm from land preparation until the crops are harvested.
7. **Farm inputs** – Everything used in agricultural production process until the produce are harvested.
8. **Tilling** – Making soil to be soft so that the preparation of the ridges and mounds become easier.
9. **Stumps** – The remains of root in the soil after bush burning.
10. **Thinning down** – The removal of excess seedlings immediately after germination to avoid overcrowding.
11. **Supplying** – Replacement of vacant stand of crops with new seeds or seedlings after germination.
12. **Seedlings** – Newly – germinated seeds.
13. **Transplanting** – The transfer of seedlings from nursery site to the permanent field.
14. **Sprouting** – The growing of young shoots above the soil level during germination.
15. **Staking** – The provision of support for crops without true stem to climb on.
16. **Fertilizer** – A chemical formulation in powder to improve soil fertility.
17. **Prunning** – Cutting off of irregular branches of crops or those that are too close to the ground for easy movement within the farm.
18. **Combined harvester** – A multi-purpose machine used to harvest crops like rice, cutting the rile straw and bailing them simultaneously.
19. **Threshing** – The removal of seeds or grains from their husk or pods after drying.
20. **Mulching** – The covering of soil surface with dry leaves and weeds to reduce evaporation and protect young seedlings from the heat of the sun.
21. **Winnowing** – The separation of seeds or grains from the chaff after threshing.

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22. **Curing** – The processing of pepper.
23. **Ginning** – The removal of cotton seed from the lint.
24. **Ruminants** – Animals that have complex stomach with four compartments and also regurgitate and chew cud.
25. **Monogastric** – Animals with simple stomach having one compartment known as proventriculus.
26. **Animal / Crop Disease** – A deviation or departure from the normal state of health presenting symptoms and outward visible signs.
27. **Parasites** – Organisms that live on, derive benefits and cause injuries to other organisms known as a host.
28. **Poultry** – A group of farm animals that belong to the ave family, that is, birds.
29. **Mating** – A sexual union between a sexually mature male and female animals when the female is on heat.
30. **Heat Period** – A period of sexual receptivity in sexually mature female animals when they are ready to accept a male for mating.
31. **Artificial Insemination** – The use of insemination tube and ejaculator (artificial vagina) for mating without the presence of male animal.
32. **Gestation Period** – This is the period of pregnancy in livestock from fertilization until parturition.
33. **Parturition** – The act of giving birth to young ones alive by mature female animals at the end of their gestation period.
34. **Lactation** – The production and secretion of milk by a mature female animal immediately after parturition.
35. **Colostrum** – The thick, yellowish milk produced within the first few days after parturition.
36. **Tractor** – A multi-purpose vehicle used in pulling farm machines.
37. **Biogas** – Energy obtained from the burning of organic matters.
38. **Diffusion** – The spread of new agricultural technology innovation in a locality.
39. **Adoption** – Acceptance of agricultural technological innovation by farmers.
40. **Extension** – The education of rural farmers by trained personnel known as extension workers.
41. **Insecticide** – A substance used for killing insects.
42. **Herbicide** – A substance that is poisonous to plants, used to destroy plants growing where they are not wanted.

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ENGINEERING

1. **Foundry** – A place where metals are melted down and poured into shapes to make separate parts of machinery.
2. **Hypothesis** – A specific guess.
3. **Circuit** – The complete circular part of an electric current.
4. **Research** – Advanced study of a subject so as to learn new facts or scientific laws.
5. **Metallurgy** – The study and practice of removing metals from rocks, melting them and using them.
6. **Laboratory** – A building or room in which scientists work with apparatus for the examination and testing of materials.
7. **Derrick** – A tower built over an oil well to raise and lower the drill and move other apparatus.
8. **Craftsman** – A highly skilled worker.
9. **Tempering** – The act of bringing materials like metal or clay to the desired degree of hardness or firmness by special treatment.
10. **Missile** – An explosive weapon which can fly under its own power and which can be aimed at a distant object.
11. **Acid** – A corrosive chemical substance.
12. **Capacitor** – A device that stores charges in electric circuit.
13. **Conductors** – Materials that allow electric current to pass them.
14. **Transformer** – A device used in stepping up or stepping down the voltage of an electric supply.
15. **Voltage** – Electric force measured in volts.
16. **Plaster of Paris (POP)** – A quick drying whitish paste made of chalklike powder Mixed with water. It is usually used in building works and plaster casts.
17. **Cast** – To make an object by pouring hot metal or plastic into a specially shaped container known as mould.
18. **Cathode Ray Tube** – A glass instrument in which streams of electrons from the cathode are directed into a flat surface where they give out light as in a television receiver.
19. **Electron** – This is a negatively charged particles in an atom of an element.
20. **Atom** – This is the smallest particle of an element.
21. **Electrocardiograph** – A piece of apparatus that records in the form of a drawing; the electrical changes that take place in the heart as it beats.

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22. **Lava** – Rock in a very hot liquid state flowing from an exploding mountain.
23. **Calorimeter** – An apparatus for measuring the energy content of a substance.
24. **Fluorescent Substance** – A substance having the quality of giving out bright white light when electric or other waves are passed through.
25. **Calorific** – Heat producing.
26. **Electronic** – Connect with electrons. Any apparatus that works by electronics.
27. **Radio Activity** – Ability of some substances to give out radiation.
28. **Photon** – Energy in the form of electromagnetic wave.
29. **Petrochemicals** – A chemical substance obtained from petrol or natural gas.
30. **Horology** – The act of making wrist watches and clocks and of measuring time.
31. **Shelf Life** – The duration of the time in which a food substance may be kept without spoilage.
32. **Flash Point** – The temperature at which a chemical substance may explode when exceeded.
33. **Welding** – The act of joining metal parts by pressure or by melting together when hot.
34. **Crane** – Machine for lifting or moving heavy objects by means of a very strong rope or wire.

RELIGION

1. **Ablutions** – The act of washing the body, face, hand etc.
2. **Altar** – A place (table) where gift or sacrifices are offered to God (or god).
3. **Apostasy** – The act of abandoning one's religious, beliefs or principles.
4. **Baptism** – The Christian Ceremony of dipping a person in water; or sprinkling water on him as a mark of admission into the body of Christ.
5. **Tithe** – Payment of one-tenth of one's income, animal produce etc. to support the church.
6. **Offering** – The act of giving money, material things etc. willingly as a mark of appreciation.

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7. **Sacrament** – Any of several rituals in churches through which Christians believe they are specially blessed by God; the bread and wine of the Eucharist.
8. **Pilgrimage** – A journey or travel to a holy place for religious reasons.
9. **Covenant** – A formal promise that one makes to God; an agreement between two people or between a person and God.
10. **Testimony** – A statement (written or spoken) given as a proof of what God has done.
11. **Libation** – An offering of drink, usually wine, to a god.
12. **Atheist** – A person who believes that there is no God.
13. **Pagan** – A person who is not a believer in any of the world's chief religions, especially as viewed by those who are believers.
14. **Doctrine** – A belief or set of beliefs held and taught by a church.
15. **Rituals** – Actions that are always done at a fixed time and in the same way as part of a religious ceremony; a procedure regularly followed in exactly the same way every time.
16. **Excommunciate** – To exclude somebody as a punishment from membership of the Christian Church.
17. **Holy of Holies** – A sacred place.
18. **Speaking in Tongues** – To speak in a strange or unknown languages.
19. **Prophecy** – The power of saying what will happen in the future.
20. **Evangelism** – The act of trying to convert or win people to Christianity.
21. **Fanatic** – A person who is too enthusiastic about his beliefs.
22. **Repentance** – To show regret or have a feeling of sorrow for something that one has done or failed to do.
23. **Hypocrisy** – The practice of pretending to be different from what one really is because one wishes to appear to be a better person.
24. **Immersion** – Baptism done by putting the whole body under water.
25. **Reincarnation** – The belief that after somebody's death his soul transfers to a new body.
26. **Holy Communion** – A religious ceremony in the Christian church during which people eat bread and drink wine in memory of the death of Christ.
27. **Confirmation** – A religious ceremony at which a person is admitted as a full member of the Christian church.

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28. **Sermon** – A talk on religious or moral subject usually given by a priest during a religious service.
29. **Retreat** – A period when one stops one's usual activities and goes to a quiet place for prayer.
30. **Devotions** – Prayers or other religious practices.
31. **Counselling** – Advice given to a member who has a problem or on how to go about a matter.
32. **Synod** – An official assembly of church members to discuss and decide on matters of religious teaching, church policy and administration.

MEDICINE, HEALTH AND HOSPITAL

1. **Theatre** – A place where surgeons carry out surgical operations.
2. **Surgeon** – A medical practitioner who is a specialist in surgery.
3. **Mortuary** – A place where dead bodies are deposited and preserved.
4. **AIDS** – Acquired Immune Deficiency Syndrome.
5. **Stethoscope** – An instrument used to listen to the sound or beat of a person's heart or lungs.
6. **Gynaecologist** – A medical practitioner who is a specialist in the treatment of women.
7. **Physician** – Another name for a doctor or medical practitioner.
8. **Autopsy** – A medical examination of the deceased person to determine the cause of death.
9. **HIV** – Human Immunodeficiency Virus (The Virus that causes AIDS).
10. **Laboratory** – A room or building used for scientific testing, research, experiments, or diagnosis of ailments.
11. **Psychotherapist** – A specialist in the treatment of mental illness.
12. **Psychotherapy** – The treatment of mental disorders by discussing problems rather than giving drugs or other medical treatment.
13. **Thermometer** – An instrument used for measuring temperature.
14. **Patient** – A person who is registered with a doctor, dentist etc. and is treated when necessary.
15. **Transfusion** – An act or the process of putting one person's blood into another person's body.

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16. **Vaccine** – A substance that is put into the blood and protects the body from a disease.
17. **Amputate** – To cut off a limb in a surgical operation.
18. **Exhume** – To bring a dead body out from the ground for examination.
19. **Contraceptive** – A device or drug used to prevent a woman from becoming pregnant.
20. **Contract** – To catch or develop an illness.
21. **Radiographer** – A person who takes X-ray photographs in a hospital.
22. **X-Rays** – An instrument used to examine or take the photograph of bones and organs inside the body.
23. **Injection** – The act of inserting a drug or other substance into somebody with a syringe or similar implement.
24. **Ailment** – A slight (Less serious) illness.
25. **Dermatologist** – An expert or specialist in the treatment of skin and its diseases.
26. **Dentist** – A person who has been trained to treat and look after people's teeth.
27. **Optician** – A person who makes and sells spectacles and contact lenses.
28. **Paediatrician** – A doctor who specializes in the treatment of children.
29. **Physiotherapist** – A person trained to treat diseases, injury or weakness in the joints or muscles.
30. **Ophthalmologist** – A person who specializes in the treatment of the eyes.
31. **Therapy** – Any treatment designed to improve a health problem or disability or to cure an illness.
32. **Dose** – An amount of a drug or medicine to be taken at one time.
33. **Ward** – A separate part or room in a hospital for a particular group of patients.
34. **Symptom** – A sign or a change in the body that indicates illness.
35. **Virologist** – A person who takes care of virus.
36. **Admission** – A person accepted into a hospital as a patient and remains there to complete his/her treatment is said to be on admission.
37. **Stretcher** – This is used for carrying a sick or injured person from one place to another.

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38. **Blood Bank** – A place where blood is stored for use in hospitals etc.
39. **Dress** – To clean, treat and cover a wound.
40. **Contagious Disease** – A disease that can be spread by contact; a disease that can spread easily from one person to another.
41. **SARS** – Severe Acute Respiratory Syndrome.

THEATRE AND ENTERTAINMENT

1. **Protagonist** – This is the major (central) character in a drama. A male protagonist is also called a hero while the female protagonist is known as Heroine.
2. **Antogonist/Oppugnant** – The character that opposes the protagonist.
3. **Diction** – The writer's choice and use of words.
4. **Prologue** – A scene or speech that serves as an introduction to a play.
5. **Epilogue** – A scene or speech delivered at the end of a play.
6. **Plot** – The arrangement of the events in a play; the story line.
7. **Dramatis Personae** – The list of characters in a play; the list of the cast.
8. **Characters** – Persons in a play; the actors and actresses.
9. **Acts** – The major divisions of a play
10. **Scenes** – The minor divisions of a play.
11. **Denouement** – The final resolution of the conflict in a play.
12. **Audience** – The people watching a drama as it is being acted on stage.
13. **Curtain** – A thick piece of cloth or other material which is used to screen a stage from the audience.
14. **Comedy** – A play which amuses and which has a happy ending.
15. **Tragedy** – A play which has a sad ending.
16. **Tragi-Comedy** – This is a fusion of comedy and tragedy i.e. it contains the elements of both.
17. **Flashback** – A device of returning to a past event in order to provide the audience with as many details as possible.
18. **Cue** – The sound of an actor's last words which serves as a hint or signal to another actor to say or do something.
19. **Comic Relief** – The introduction of laughter or amusing words in a tragic work to relieve or ease tension.

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20. **Costume** – Dress worn by actors and actresses on stage to suit the style of dressing in vogue at the period being presented.
21. **Clown** – A character that makes people laugh at his actions and jokes.
22. **Prompter** – A person who stays behind the stage to remind the actors and actresses of their roles.
23. **Dress Rehearsal** – The full but last rehearsal of a play with costumes before the actual performance.
24. **Mime** – It is an action without words.
25. **Playlet** – This is a short play.
26. **Interlude** – A short period of entertainment between one act or action and another.
27. **Foyer** – A large room for the audience in a theatre.
28. **Script** – A written copy of the text of a play.
29. **Action** – The movements of events in a drama.
30. **Acoustic** – The mechanical device used for making loud the voices of the characters on stage so that all the audience can hear them.
31. **Stage** – A platform or an area in a theatre, on which plays are performed to an audience.
32. **Suspense** – It is a device used to arouse the curiosity of the audience or make them have the feeling of tension about what may happen. This is done by withholding some important information until the end of the play.
33. **Comedian** – An actor who plays comic parts.
34. **Comedienne** – An actress who plays comic parts.

GOVERNMENT AND POLITICS

1. **Demagogue** – This is a strategy used by a political party to influence the political interest of voters.
2. **Party jingoism** – This is a plan used by a political party to gain support of the electorate by discrediting another political party.
3. **Bye-Election** – This is the election conducted to fill a vacant post created by either death, impeachment or retirement.
4. **Referendum** – This is a 'Yes' or 'No' vote on an issue that affects the structure of the state.

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5. **Bye-Law** – The law made by local government or municipal authority acting under delegated legislature.
6. **Prorogation** – The speech delivered by the Chief executive (President) to the National Assembly that marks the end of the session.
7. **Speech from the throne** – The initial or maiden speech delivered by the President in the house (National Assembly) to mark the beginning of the session.
8. **Mace** – A symbol of authority in the legislative house.
9. **Dissolution** – This is the bringing to an end of the tenure of the parliament.
10. **Veto Power** – The right used by the president to change or criticize the decisions or policies of the legislature.
11. **Bill** – This is a proposed law.
12. **Magna Carta** - This represents the body of Fundamental Human Rights as established by the imperial parliament.
13. **SALT** – This stands for 'Strategic Ammunition Limitation Treaty' which is used by the UNO to control armament in the globe.
14. **Primary Election** – An election conducted within a party to determine the party's flag bearer in a subsequent inter-party elections.
15. **Returning Officer** – The electoral officers who declares result after election.
16. **Return Unopposed** – The exists where a candidate is unanimously installed in an office with election as a result of previous creditable exploits.
17. **Constituency** – An electoral district created for the purpose of election as a basis for representation.
18. **Gerrymandering** – The creation or delimitation of constituencies in the selfish interest of politician.
19. **National Convention** – The highest policy making organ of the political party.
20. **Sine die** – The indefinite suspension of the legislative house as a result of violence.
21. **Guillotine** – A device used to stop or limit a debate in the house so as to avoid impending violence.
22. **Filibuster** – A strategy used to prolong a debate in the house in order to avoid taking hasty decisions.
23. **Recall** – A system whereby a member of the house is withdrawn by the people of his constituency as a result of loss of confidence.

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24. **Prerogative power** – The right of the President to change or criticize the decisions of the judiciary.
25. **Sine qua non** – This means necessary conditions to achieve a goal in the house.
26. **White Paper** – A document which contains the official decisions of the government on a disputed social or political matter.
27. **Financial Instruction** – A document which contains the way and manner in which public fund should be generated and how it should be spent.
28. **General Order** – A book which contains the rules and regulations guiding the conduct of civil servants.
29. **Treaty** – A formal agreement between two or more countries on a political or socio-economic matter.
30. **Motion** – A statement of law which has been filed in the house for acceptance.
31. **Naked Force** – This is any power that does not have the legal backing of the constitution.
32. **Null and Void** – This is used to express the invalidity of a matter.
33. **Impeachment** – A term used to express the removal of the President in a Presidential System.
34. **Vote of no confidence** – This is the means of removing the Prime Minister (President) from office in a cabinet system.
35. **Marriage of Convenience** – This exists when two or more political parties form the government.
36. **Carpet Crossing** – This is the change of membership loyalty from one political party to the other in the house (Legislature).
37. **Decamping** – This is the change of membership from one political party to the other outside the legislature.
38. **Persona Non Grata** – This is used to express the loss of confidence in an ambassador or high commissioner by his host country.
39. **Ultra Vires** – To act beyond the power given to an office holder.
40. **Carpet-Trekking** – This exists when a member of a political party changes his membership from one party to the other in the executive cadre.
41. **Casting Vote** – The reserved vote tendered by the speaker of the house to determine a winning side when there is a tie (equal votes).

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42. **Communique** – This is a document which contains the official outcome of government meeting with interest groups.
43. **Hansard** – A periodic report in the activities of the civil service.
44. **Gazette** – The periodic report on the activities of the legislature.
45. **Franchise** – The right to vote and be voted for.
46. **Suffrage** – The right, which qualified citizens have to vote.
47. **Recess** – A period of time (usually short) when the work of a parliament or legislature is stopped.
48. **Manifesto** – A printed statement of principles and policies (programmes) made by a political party before the election.
49. **Emblem** – A symbol of a party which helps the members to identify it.

BUILDING AND CONSTRUCTION

1. **Bill of Quantities (BOQ)** – A list of all the items necessary for the completion of building and Civil Engineering work.
2. **Concrete** – Is a construction material formed by mixing cement, water, fine and coarse aggregates.
3. **Tender** – Is a written offer submitted by a contractor in pursuance of the notification given to execute certain work.
4. **Foundation** – Is an engineering structure which transmits load to soil strata and is usually below ground level.
5. **Scaffold** – A structure built next to a building for workmen to stand on while they build, repair or paint the building.
6. **Lintel** – A piece of stone or wood across the top of a window or door, forming part of the frame.
7. **Floor** – It is one of the levels in a building foundation.
8. **Bricklayer** – Someone whose job is to build walls, buildings etc. with bricks.
9. **Masonry** – The stones and mortar from which a building wall is made.
10. **Plaster** – Mixture of cement, water and sand used to cover walls and ceilings and give a smooth surface.
11. **Reinforcements** – Metal rods used with concrete to make buildings stronger.
12. **Theodolite** – A piece of equipment used by a land surveyor for measuring angles.
13. **Gang** – A group of workers in a particular field of specialization working on a site.
14. **Foreman** – A skilled worker who is in charge of a group of builders.

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15. **Bridge** – A structure built over a river, road etc. that allows people or vehicles to cross from one side to the other.
16. **Shovel** – A tool with a rounded blade and a long handle used for moving earth, stones etc.
17. **Architect** – Someone whose job is to design buildings.
18. **Culvert** – A pipe that takes a stream under a road, railway line etc.
19. **Structural Engineer** – An engineer skilled in planning the building of large structures such as bridges.
20. **Staircase** – A set of stairs inside a building with its support and the side parts that you hold on to.
21. **Laterite** – Is a special sand (Clay material) used for backfilling in foundation.
22. **Beam** – Is a building component that carries load from the slab to the column.
23. **Column** – Is a solid, upright structure used to support a building.
24. **Slab** – Is a part of a reinforced concrete structure used in building project.
25. **Glazier** – A person whose job is to fit glass into the frames of windows etc.
26. **Tile** – A flat piece of baked clay or other material used in rows for covering floors, walls or roofs.
27. **Marble** - A hard stone used for building and making statues.
28. **Marson** – A person who builds in or works with stone.
29. **Plank** – A long narrow flat piece of cut wood used for making floors etc.
30. **Renovate** – To get old buildings back into good condition.
31. **Roofing** – Material used for covering a building i.e. which forms the top of the building.
32. **Ceiling** – The top inner surface of a room.

JOURNALISM, LIBRARY, PRINTING AND PUBLISHING

1. **Newsprint** – The paper on which newspapers are printed.
2. **Dummy** – A prototype of newspaper page(s) used in production layout by the sub-editor.
3. **Column** – The standardized division of newspaper page.
4. **Columnist** – A regular contributor on a particular page of newspaper.

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5. **Reporter** – One who writes news story for a particular media.
6. **Correspondent** – A person who represents a media house in another state or region; a person who contributes news or comments regularly to a newspaper; radio station etc.
7. **Bindery** – The place where binding of books is carried out.
8. **Piracy** – Copying the work (book) of an author without seeking his permission to do so.
9. **Printer's Devil/Pie** – This refers to the error(s) which the proof-reader could not detect before it was printed.
10. **Editor** - A person who is in charge of a newspaper; the gatekeeper of news stories who decides what to be included in or excluded from a news story.
11. **Editorial** – The opinion of a newspaper on a particular issue usually written by the editor or someone assigned by him.
12. **Freelancer** – One who is not employed by any media on payment.
13. **Guillotine** – A machine with a long blade used for trimming or cutting paper.
14. **Logo** – The emblem of a particular news media.
15. **Gallezy** – A place where reporters for different media are meant to stay.
16. **Cartoon** – A caricature used to expand news story; the drawing is often amusing but it usually contains vital information.
17. **Errata** – The errors in a printed book.
18. **Editorial Crew** – The people whose job is to edit any written material before it is published.
19. **Journalist** – A professional news writer of a newspaper.
20. **Imprint** – The name of the publisher of a newspaper usually printed below the title of the first page.
21. **Editor-in-Chief** – This is the highest officer in the Editorial section.
22. **News room** – The room where news is received and prepared for broadcasting or printing.
23. **News** – Report(s) of recent events'; a new information.
24. **News-stand** – A stall or place where newspapers and magazine are sold.

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25. **Manuscript** – A written or typed work of an author which is not yet a printed book.
26. **Copyrights** – The exclusive rights which an author or publisher has to publish a book.
27. **Catalogue** – A complete list of authors' names, titles of books etc usually arranged in a special order in a library.
28. **Royalty** – A payment made to a writer or author by the publisher of the book.
29. **Copywriter** – One who writes publicity or advertising material.
30. **Publisher** – A company or person that publishes newspapers, books etc.
31. **Author** – The writer of a book.

COMPUTER

1. **Computer** – An electronic device used for accepting information, processing it and releasing result.
2. **Hardware** – They are the physical and mechanical parts of the computer that can be seen and touched.
3. **Software** – They are set of instructions that tell computer what to do.
4. **Modern** – A device that converts analog signal to digital and digital to analog.
5. **Password** – A programme/code written to sometimes prevent unauthorized people from having access to a main programme.
6. **Keyboard** – An input device that contains keys. It allows communication between the user and the computer.
7. **Monitor** – This is also known as the Visual Display Unit (VDU). It allows communication between the computer and the user.
8. **Microprocessor** – This is the brain of the computer where all the processing take place.
9. **Mouse** – This is also an input device that can be activated by clicking.
10. **Printer** – This is an output device that produces a hard copy result.
11. **U.P.S.** – (Uninterrupted Power Supply): It Is used to supply power for a short period of time even when there is general power failure.

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12. **C.P.U.** – (Central Processing Unit) It is where the processing and controlling occur.
13. **Scanner** – This produces a carbon copy of an image.
14. **Diskette** – This is a storage device, that stores relevant information for future use.
15. **Computer Network** – This is interconnectivity of computers for information dissemination and resource sharing.
16. **Internet** – This is internetworking. It makes the entire world to look like a global village.
17. **Compiler** – This is a translator that translates high level languages to machine codes.
18. **Multimedia** – Computer Systems with sound card, CD Drive and speaker.
19. **Hard Disk** – This is where information are permanently stored in the computer.
20. **R.A.M.** – (Random Access Memory): This is where information are stored temporarily.
21. **R.O.M.** – (Read Only Memory): This is where the manufacturers keep useful information permanently.
22. **Microwave** – Mode of information transmission without the use of cables.
23. **Teleseminar** – A method of presenting a lecture on a screen without the actual presence of the seminarian in the seminar environment.
24. **Port** – This is an interface between a device and the system unit.
25. **A.L.U.** – (Arithmetic and Logic Unit): This is the portion of the C.P.U. where the arithmetic and logic operations are performed.
26. **Byte** – This consists of Eight Bits (1 or 1)
27. **Laptop** – This is a microcomputer in form of a briefcase.
28. **Lightpen** – This is an input device that allows easy communication between the user and the computer.
29. **Mainframes** – These are large computers. They occupy large spaces. They are used by government establishments and large parastatals.
30. **Wordprocessing** – This is a computer package that allows writing of letters and documentation of projects.

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TOPIC 40

ORAL ENGLISH

Oral English or Test of Orals is indisputably the most dreaded part of the English Examination by students.

However, running away from it is like trying to run away from one's shadow, which is an impossible task. No fewer than 15 questions are asked from Oral English in the UTME. In the SSCE, Paper 3 which consists of 60 questions is entirely on Oral English.

A cursory look at the recent UTME and SSCE Past Questions shows that questions are set to test candidates' understanding and mastery of phonetic symbols, consonants, vowels, rhymes, stress, intonations etc. Efforts will be made here to treat these areas in the most simplistic and fascinating way.

PHONETIC SYMBOL

This is the sign that is used to represent consonant or vowel sound in a word. The mastery of phonetic symbols helps us to know how to pronounce a letter or group of letters in a word. Apart from mastering the ways the symbols are written, it is important that the students master the sounds they represent.

To avoid using up much space, no attempt will be made here to explain how the different sounds are formed with the aid of diagrams and so on. Therefore, the use of a standard dictionary is indispensable for a learner of Oral English. While you master the phonetic symbols, particular attention should be paid to silent letters. For instance, the letter 'b' is silent in words like, comb, subtle, womb while the letter 'h' is silent in words like hour, ghetto and vehicle.

We have two types of phonetic symbols: Those representing consonants and those representing voweis.

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CONSONANT SYMBOLS AND SOUNDS

(1) / b / - tribute, abscond, bin, double, tribe, robber, bat, ball, rub, barb, boat, curb, subdue, combine, rebuke, debate, cobbler etc.

Note: Letter 'b' is silent (not pronounced) in words like su(b)tle, succum(b), de(b)t, de(b)tor, dum(b), dou(b)t, com(b) bom(b)er, lam(b), plum(b)er, tom(b), wom(b), bom(b), bom(b)ing, clim(b), crum(b), thum(b)etc.

(2) / p / - postpone, lap, hope, stop, pupil, priest, depart, happy, soup, tapping, support, pen, pure, pity, prepare, example, Newspaper e.t.c.

Note: 'P' is silent in words like (P)salm, cou(p), recei(p)t, (p)seudonym, cor(p)s, (p)sychology, em(p)ty, cu(p)board, ras(p)berry, (p)sychiatry, (p)sychedelic, (p)neumatic, (p)neumonia, (p)seudopodia, (p)sychotherapy etc.

(3) / t / - deficit, repeat, tap, talk, latter, meat, team, pit, doubt, tall, kissed, kicked, stopped, laughed, pushed etc.

Note: 't' is silent in words like, sache(t), buffe(t), depo(t), rappor(t), cas(t)le, nes(t)le, bus(t)le, wres(t)le, apos(t)le, whis(t)le, lis(t)en, of(t)en, has(t)en, sof(t)en, chas(t)en, Chris(t)endom, ki(t)chen, stre(t)cher, chale(t), bouque(t), balle(t), debu(t), mor(t)gage, di(t)ch, Chris(t)mas, rus(t)le etc.

(4) / d / - friend, end, dead, hidden, bad, deep, bed, blade, bold, dance etc.

Note: 'd' is silent in words like ami(d)st, a(d)jacent, bu(d)get, fri(d)ge, san(d)wich, han(d)kerchief, han(d)some, We(d)nesday, a(d)journ, a(d)just, bri(d)ge, mi(d)st, Ju(d)ge, knowle(d)ge, gra(d)ual, gra(d)uate, sol(d)ier, han(d)cuff, gran(d)mother, gran(d)father, kin(d)ness, vel(d)t, a(d)join etc.

(5) / k / - King, keen, duck, sparkle, kingdom, speak, talk, alike, keep, duke, leakage, break, basket etc.

Note: This consonant has different spelling symbols such as 'c', 'ch', 'ck', 'cc', 'q' e.t.c. e.g. come, care, cat, picnic, class, archives, chaos, archangel, charismatic, chorister, chemistry, architect, archaic, luck, clock, acknowledge, attack, pocket,

rock, back, accommodation, accurate, account, liquor, boutique, quay, queue, cheque, etiquette, mosque, quiz, bouquet e.t.c.
Note: 'k' is silent in words like (k)nock, (k)now, (k)night, (k)nor, un(k)notting, (k)nead, (k)nee, (k)nave, (k)nell, (k)nickers, (k)nife, (k)nit, (k)nob, (k)nowledge, (k)nuckle etc.

(6) /g/ - guard, give, frog, good, signature, go, goat, gutter, guest, legal, leg, egg, baggage, glass, digging, angle, dagger, aggravate, bigger, ghastly, ghost e.t.c.
Note: 'g' is silent in mali(g)n, forei(g)n, si(g)n, (g)naw, (g)nash, phle(g)m, rei(g)n, (g)nat, assi(g)n, ali(g)n, campai(g)n, colo(g)ne, desi(g)n, (g)melina, diaphra(g)m, resi(g)n, assi(g)nment, paradi(g)m, impu(g)n, (g)nart.
Note that whenever 'gn' or 'gm' appears at the beginning or end of words the 'g' will be silent.

(7) /tʃ/ - This is a symbol of 'ch' e.g. church, champion, watch, chalk, teacher, archbishop, archdiocese, chief, archdeacon, catch, cheque, rich, chance, snatch, cheap, etc.
Note: The symbol is also associated with 't' e.g. nature, feature, gesture, picture, ritual, punctual, mature, rapture, righteous, lecture, literature etc.

(8) /dʒ/ - It is the spelling sybol of 'j' e.g. jet, jump, JAMB, John, adjourn, joke, major, join, Juliet, jeer, jail etc.
Note: This sound has various spelling symbols like 'd', 'g', 'ge', 'dge', 'dj' e.g. soldier, gradual, individual, graduate, grandeur, gesticulate, germ, gaol, legend, gender, George, gestation, genuine, agenda, village, marriage, merge, Judge, ledger, bridge, fridge, pledge, adjoin, adjudicate, adjacent, adjudge etc.

(9) /f/ - farmer, life, wife, off, fan, offence, brief, sofa, family, prefer, profound, fame, suffer, fraud, funny etc.
Note: 'f' can also be used with 'ph' and 'gh' in words like phase, orphan, Joseph, pharmacy, physical, phleym, phone, Pharaoh, philosophy, laugh, tough, cough, enough, rough etc.

(10) / V / - divide, starve, voice, involve, live, prove, weave, naïve, oven, believer, service, vast, devoid, volume, vein, very, vulture, over, vehicle etc.
Note: 'V' can be sued with 'f' and 'ph' e.g. of, nephew, Stephen etc. (note nephew/nevju = American while nephew/nefju = British).

(11) / S / - This consonant has various spelling symbols: 's', 'ss', 'sc', 'c', 'se' e.g. lips, beans, listen, yes, site, sun, pass, hiss, lesson, scent, crescent, science, descend, scene, price, police, rice, peace, incite, cinema, cigarette, cease, decrease, course, grease, wax, axe, six etc.
Note: 's' is silent in words like corp(s), bourgeoi(s), i(s)le, i(s)land, ai(s)le, debri(s), rendezvou(s).

(12) / Z / - This Consonant has different symbols: 'z', 's', 'se', 'ze', 'x', 'est', 'zz' e.g. zone, zoo, zip, bazaar, zeal, news, tells, ways, has, goals, was, visitor, advise, nose, those, rose, please, phrase, lose, noise, advertise, whose, rise, prize, breeze, ooze, freeze, seize, exist, exact, examination, xylophone, lies, mixes, buses, dizzy etc.

(13) / ʃ / - It is pronounced as 'sh' and it shares symbols with sc, ss, s, 'c', 'ch' 'sch' 't' e.g. sheep, fish, shall, shell, shy, rush, trash, shine, dish, conscience, luscious, omniscient, discussion, fission, admission, omission, digression, assure, censure, sure, sugar, tension, version, pension, ocean, delicious, ancient, facial, commercial, champagne, machine, chalet, chagrin, chauvinist, sachet, chauffeur, schnapps, schedule, schwa, schist, patience, action, partial, nation, education, motion etc.
Note: All '-ssion' takes / ʃ /
While '-sion' may take / ʒ / or / ʃ /

(14) / ʒ / - This sound has different symbols: 'se', 'sur', 'si', 's', 'z', 'g' e.g. prestige, garage, barrage, camouflage, usurer, vision, occasion, erosion, confusion, television, decision, allusion, measure, pleasure, treasure, leisure, seizure, genre, gigolo, gigue etc.

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(15) /θ/ - This symbol is associated with the letters 'th' e.g. both, thing, thank, cloth, three, thing, north, south, bath, thorn, mouth, birth, myth, thief, wrath, oath, earth, theatre, length, truth, with, wreath, theory, teeth, breath, thrill, e.t.c.
Note: 'th' is /t/ in 'Thomas' 'Thames' 'Thompson' and 'Martha'.

(16) /ð/ - This consonant is also spelt 'th' but is closely pronounced as 'd' but has its pronounciation e.g. rather, brother, father, mother, they, though, then, that, wealthy, clothing, another, leather, bother, those, these, weather, clothe, thine, thus, Northern, Southern, there, other, worthy, further, farther, either, thy, gather, neither, etc.

(17) /n/ - It has two spelling symbols 'n' and 'nn' e.g. needle, name, under, ten, son, noise, sun, corn, night, nap, moon, nine, note, chain, train, funnel, annoy, annex, fanned, funny, banner, stunned, cunny, tunnel, beginning etc.
Note: 'n' is silent in words like dam(n), hym(n), condem(n), solem(n), autum(n), colum(n), i.e. 'n' is usually silent in words that have 'mn' ending.

(18) /m/ - Bomb, man, member, make, same, hamlet, number, slim, dumb, film, immense, summer, name, hammer, command, charming, broom, lamb, maim, minutes, meat, family, month, dimmer, time, etc.
Note: 'm' swallows the sound of ' L in Psalm, palm, embalm, calm etc. 'Calm' can also be pronounced with 'l'.

(19) /ŋ/ - This sound is mostly associated with words that have 'ng'. However, it has other spelling symbols like 'nx', 'nc', 'nk' e.g. among, tongue, hang, hungry, long, writing, sting, cling, ring, English, beginning, song, single, sling, wrong, bring, sing, anxiety, anxious, uncle, zinc, distinct, ink, tank, thank, bank, brink.

(20) /l/ - Claim, flap, till, kill, lip, late, laugh, long, foolish, footballer, bleed, tell, fell, pool, column, collect, listen, player, ball, please, plate, plough, placate, legal, blame, hill, lick, slack, class, sell, bell, etc.

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Note: 'l' loses its sound (silent) when it comes before 'f' 'k' and 'm'. 'l' is therefore, silent in ha(l)f, ca(l)f, yo(l)k, wa(l)k, cha(l)k, ta(l)k, fo(i)k, psa(l)m, pa(l)m, ca(l)m, ba(l)m, qua(l)m, Ho(l)mes, a(l)mond, sa(l)mond. 'l' is also si(l)ent in co(l)onel, wou(l)d, cou(l)d and shou(l)d.

(21) /r/ - rake, breed, arrange, embarrass, fruit, library, root, ruler, parade, during, wrath, fresh, risk, hurry, red, carry, rock, write, wrong, rice, marriage, pray, barrel, sorry, drink, arrogant, rumour, etc.

(22) /w/ - swim, well, wayward, inward, woo, dwindle, wisdom, wet, twelve, weather, whether, whistle, when, why, which, swing, suite, quite, queen, what, wheat, always, water, wine, quick, wise, squash, once, one, guave, war etc.
Note: 'W' is silent in (w)rapper, (w)reath, (w)rath, (w)rap, (w)ring, (w)reck, (w)ho, (w)hose, (w)hore, (w)horemonger, (w)retched, s(w)ord, (w)hole.

(23) /h/ - behaviour, hope, unhappy, inhabit, inherit, rehearsal, behind, hiss, behold, inhale, hire, hall, perhaps, abhor, adherence, whole, who, whoop, whose, whom, home, house, hinder, his, hospital, height, hear etc.
Note: 'h' is silent in (h)our, (h)eir, w(h)ich, (h)onest, (h)onour, ex(h)aust, ve(h)icle, Gra(h)am, ex(h)ibit, g(h)ost, dis(h)onest, (h)onourable, g(h)astly, ag(h)ast, g(h)etto, g(h)ast, r(h)etorical, r(h)lyme, r(h)eum, r(h)ea, r(h)eumatism, r(h)apsody, r(h)izome, r(h)omboid, (h)onourarium, (h)onorary, catarr(h), r(h)ema.

(24) /j/ - This symbol is pronounced as 'yee' and is associated with the letters 'Eu', 'U' and 'y' e.g. Europe, euphemism, Eucharia, Eunch, eulogy, unique, union, huge, fuse, unity, usurp, useful, usual, yes, yellow, yam, yard, yoke, young, year, you, yet, yard, ewe, humid etc.
General Note: The 24 phonetic symbols treated above are used to represent the sound of English (Received Pronunciation). The extra four treated below are based on the International Phonetic Alphabet (IPA).

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(25) /gz/ - exhaust, excess, execute, example, exaggerate, examination, exasperate, excite, exact, excel, exhume, except, excellent, exotic, exuberant, executive, exile, exude, exceed, exit, exalt, exemplary, exchange, exemption, exhibit, exonerate, etc.

(26) /hw/ - The words in which they occur are: however, hobby, hemp, high, height, helm, hello, howl, hardy, hifi, heritage, harlot, hole, hear, highway, hike, hence etc.

(27) /ks/ - axe, fax, tax, six, sex, ecstasy, coax, x-ray, excellent, eczema, export, excite, vex, excuse, exceed, excel, etc.

(28) /kw/ - quiet, soliloquy, square, squad, equality, quest, quote, quiz, choir, squeeze, squalor, quell, equal, question, quotation, quarters, kwashiorkor etc.

CONSONANT CLUSTERS

When two or more consonants occur in a word and there is no intervention of a vowel i.e. no vowel is inserted between a cluster, it is called consonant clustering. When there is a cluster of consonants, no attempt should be made to drop any of the consonants or to insert a vowel when pronouncing such words. All the consonants must be pronounced in order to get the right pronunciation.

It should be noted that the cluster of consonants can occur in any position in words – initial, central or final positions e.g. stray, flame, play, thrice, criminal, crop, shrine, stripe, glad, broom, bribe, story, split, stand, nests, tempts, searched, lunched, talked, jumped, paths, cast, insists, glimpsed, maps, banks, prompts, crisps, scrapings, exist, tasked, asks, script, thanked, etc.

VOWELS

There are twenty (20) recognized vowels in English. Other extras are the combination of one diphthong and schwa.

(A) **Monophthongs** – These are vowels that have single sounds. They are divided into two:

(i) **Short vowels:** These are ones that do not have two dots (:) after them. Much energy or stress is not required to pronounce them.

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(ii) **Long vowels:** These vowels take two dots (:) after them and they require more force or energy to pronounce.

(B) Diphthongs – These are vowels that have double sounds.

(C) Triphthongs – These are vowels that have triple sounds.

MONOPHTHONGS

Monophthongs are made up of 7 short vowels and 5 long ones.

(1) /i/ - market, acted, example, hottest, wanted, bucket, manage, luggage, democracy, busy, gypsy, Friday, Tuesday, Wednesday, minute, quick, acquit, equity, pocket, marriage, carriage, village, language, private, courage, money, monkey, storey, finale, knowledge, exaggerate, college, ladies, pit, lip, dig, did, symbol, holy, pounded, ended, sounded etc.
Note: This short vowel has various spelling symbols like e, I, u, ay, ey, y, ui, ie, a, ia.

(2) /i:/ Vowel 2 is longer in length than vowel 1. The pronunciation of this vowel is prolonged. It has various spelling forms: ea, eo, ae, ie, ei, e, I, ey, ay, ee, etc.
-deal, grease, heat, beans, eat, seat, read, people, amoeba, foetus, Phoenician, phoebe, encyclopaedia, Caesar, gynaecology, brief, grief, retrieve, thief, believe, deceive, seize, perceive, ceiling, eke, we, equal, these, be, legal, vehicle, marine, police, prestige, key, quay, see, seek, meat, greed, knee, tree, sweet, e.t.c.

(3) /e/ - This vowel has various spelling symbols such as a, e, ue, ea,
-many, any, manger, ate, said, says, maintain, wed, egg, dead, chest, bled, edge, quest, wretch, Geoffrey, leopad, guess, bury, pleasant, weapon, heaven, weather, treasure, wealth, jeopardize etc.

(4) /ɜ:/ - This vowel has different spelling forms: our, er, ear, ir, ur/urr, w + or.
-journal, journey, courteous, scourge, word, work, world, worm, worship, worth, worse, church, curse, murder, burst, turn, curb, nurse, return, Thursday, serve, perk, her, nervous, commerce,

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verse, service, yearn, earned, search, earth, heard, learner, dirty, bird, virgin, thirst, girl, shirt, etc.

(5) /æ/ - It has two spelling forms: ai and a.
- gap, Saturday, napkin, padlock, apple, champion, tank, lack, back, analysis, channel, thank, hat, stamp, jack, mad, bash, pack, march, cat, fan, active, paternal, bacony, plait etc.

(6) /a:/ - It is the longer form of vowel 5. It has different spelling symbols such as a, ar, er, ear, au, al. – pass, ask, bath, fast, class, cast, last, park, bark, star, part, heart, start, farmer, partner, argue, parch, car, march, derby, clerk, sergeant, hearth, heart, aunt, laugh, draught, balm, palm, half, calf, psalm, etc.

(7) /ɔ/ - This vowel has various spelling symbols: o, oc, a, ua, au, ou, and ow.
- hot, shop, frog, flop, stop, loss, god, dot, pot, box, cock, stock, nock, doctor, pocket, rock, mock, dock, wash, was, watch, want, what, quality, squat, squander, quarrel, because, austere, August, laurel, sausage, knowledge etc.

(8) /ɔ:/ - This vowel is the longer form of vowel 7. It has many spelling forms: al, aw, au, ar, oa, oar, oor, or, ore, ou, our, o.
- call, hall, ball, fall, salt, talk, stall, lawyer, hawk, gnaw, brawl, awe, law, dawn, author, cause, pause, daughter, caught, taught, clause, war, warder, quarter, dwarf, broad, hoard, board, abroad, soar, door, floor, sore, tore, bore, Lord, sword, pork, bought, ought, thought, course, recourse, court, chorus etc.

(9) /ʊ/ - This vowel has few spelling symbols: u, o, ou and oo. – full, pull, bull, put, bush, sugar, cushion, bullet, bosom, woman, should, would, could, courier, looker, hook, took, book, wool, proof, good, foot, shook, livelihood, etc.

(10) /u:/ - It takes the following spelling symbols: u, o, ou, oo, oe, ew, ue, eau, ie, -rule, abuse, future, crude, huge, rude, flute, student, use, do, move, prove, who, womb, lose, two, coup, you, route, soup, through, wound, school, pool, woo, mood, zoo, voodoo, troop, roof, soon, groom, choose, shoe, canoe, new, dew, jewel, grew, shrew, view,

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ewe, chew, due, sue, clue, queue, argue, issue, blue, beauty, adieu, view, etc.

(11) /ʌ/ - The vowel has various spelling forms: o, oo, u, ou, oe,
- money, come, love, mother, done, onion, colour, son, tongue, wonder, above, Monday, some, dove, flood, blood, cut, cup, tuck, club, gun, sun, pun, fun, husband, much,such, hurry, cough, trouble, couple, enough, southern, nourish, courage, country, tough, young, does etc.

(12) /ə/ - This vowel is called schwa. It has various spelling symbols: a, e, er, o, i, u, or, ure, ous, our.
- again, above, await, among, alert, account, about, abroad, address, alas, apply, at, apostrophe, abortion, careless, angel, happen, gentlemen, teacher, lawyer, brother, sister, chapter, after shepherd, matter, water, striker, pupil, pilot, havoc, bottom, compel, offend, campus, suppose, subtract, surround, focus, leisure, picture, culture, pleasure, famous, gracious, precious, nervous, colour, favour, neighbour etc.

DIPHTHONGS

(13) / ei / - This vowel has different spelling forms such as ei, ea, ey, a, ai, ay, etc.
- weight, veil, vein, eight, reign, break, create, great, they, grey, prey, safe, late, Lagos, hate, date, sale, pale, fail, aim, jail, wait, nail, rain, day, may, delay, ray, slay, pay, gaol, gauge, gay, tray etc.

(14) / ai / - This vowel also has different spelling forms such as ie, i, igh, ei, eigh, y, ye etc.
- lie, vie, pie, tie, flies, kite, bite, ride, ice, ripe, rise, wise, sight, blight, bright, fight, light, neither, either, height, shy, by, fry, fly, why, bye, dye, aisle, isle, guy, eye etc.

(15) /ɔi/ - This vowel has the spelling forms: oi and 'oy'
- oil, foil, boil toil, noise, rejoice, void, loin, soil, coil, boiler, point, moisture, poise, choice, coin, employ, deploy, buoy, boy, joy, ploy, annoy, toy, destroy etc.

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(16) /əʊ/ - This vowel has different spelling forms such as o, oa, oe, ou, ow, etc.
- go, so, no, pole, whole, chose, folk, hope, close, bold, goat, load, road, foam, oath, boast, soap, toe, hoe, foe, though, soul, shoulder, tow, low, sow, owe, throw, borrow, know, slow, snow etc.

(17) /aʊ/ - This vowel has the spelling forms ou and ow
- out, cloud, louse, stout, proud, flout, doubt, around, found, about, mouse, south, count, plough, loud, row, frown, crowd, bow, cow, gown, town, crown, owl, towel etc.

(18) /ɪə/ - This vowel has various spelling forms such as ere, ear, eer, ea, ial, ia, ier, etc. – here, sphere, mere, severe, near, wear, tear, fear, gear, appear, dear, ear, bear, beer, cheer, pioneer, career, peer, theatre, real, idea, aerial, Cecelia, pierce, fierce, bier, period, radius, theory etc.

(19) /eə/ - It has different spelling symbols such as are, ear, eir, ere and air.
- rare, glare, care, dare, beware, spare, rear, wear, swear, pear, heir, their, were, where, there, fair, affair, chair, pair, hair, air, stair, err, aeroplane etc.

(20) /ʊə/ - It has different spelling symbols such as our, oor, uer, ur(e) etc.
- your, flour, tour, sour, poor, moor, valuer, truer, endure, lure, sure, pure, mature, procure, ensure, insurance, cruel, fuel, jury, tourist etc.

TRIPHTHONGS

(21) /aeə/ - biro, violent, tire, plier, liar, iron, bias, flyover, zion, diabolic, diamond, crier, wire, buyer, choir, Ireland, tyre etc.

(22) /aʊə/ - soar, sour, shower, power, hours, flour, flower, tower, sower, our etc.

(23) /əʊə/ - blower, lower.

(24) /DIə/ - employer

(25) /eIə/ - layer, player

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RHYME

Rhyme is simply the sameness or uniformity of sounds in the last syllable in two or more words. Therefore, two words are said to rhyme with each other when they have the same final consonant sounds or similar or the same final vowel sounds.

It should be borne in mind that the yardstick for determining words that rhyme is not the spellings of the words but the sounds that the words produce.

Words may have different spellings and meaning but rhyme because they produce the same sound. For example, although the words 'sweet' and 'suite' have different spellings and meanings, they rhyme with each other because they are both pronounced as /swi:t/.

On the other hand, words may have identical or similar spellings but do not rhyme because the sounds produced by them differ. For example, the words 'of' and 'off' have close spellings but do not rhyme. While the 'f' in 'of' has the /v/ sound, the double 'ff' in 'off' has the /f/ sound.

To cap it all, it should be noted that although words that rhyme may not necessarily have the same spelling or identical letters, the rhyming words must have the same phonetic transcription in the last syllables beginning from right to left.

Examples

(1) quay
(a) way (b) day (c) key (d) dual
Option 'c' rhymes with the given word 'quay'. The phonetic transcription for both words is /ki:/.

(2) gaol
(a) jail (b) goal (c) coal (d) loan
Option 'a' rhymes with the given word 'gaol'. Both words have the phonetic transcription /d eil/.

(3) detain
(a) obtain (b) detail (c) claim (d) relay
Option 'a' rhymes with the given word 'detain'. Both words have the phonetic transcription/...tein/

(4) ballet
(a) palate (b) chalet (c) tablet (d) blanket
Option 'b' rhymes with the given word 'ballet'. 't' is silent in 'chalet' and 'ballet'. 'ballet' is transcribed as /bælei/ while chalet is transcribed as /ʃælei/.

(5) rain
(a) herring (b) morning (c) foreign (d) reign

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Option 'd' rhymes with the given word rain. 'rain' and 'reign' has the transcription /rein/.

(6) tension
(a) season (b) prison (c) equation (d) mention
Option 'd' rhymes with the given word 'tension', 'tension' is transcribed as /tenʃn/. While 'mention' is transcribed as /menʃn/. The endings of both words produce the same sound.

(7) laugh
(a) life (b) light (c) ghost (d) half
Option 'd' rhymes with the given word 'laugh'. The endings of both words have the same sound. 'laugh' is transcribed as /la:f/ while 'half' is transcribed as /ha:f/.

(8) aloud
(a) crawl (b) crow (c) crowd (d) bard
Option 'c' rhymes with the given word 'aloud'. The ending of both words have the same sound. 'aloud' is transcribed as /alaud/ while 'crowd' as /kraud/.

(9) return
(a) borne (b) burn (c) become (d) thunder
Option 'b' rhymes with the given word 'return'. The phonetic transcription for return is /rit :n/ while that of 'burn' is /b :n/.

(10) employ
(a) buoy (b) cry (c) sky (d) comply
Option 'a' rhymes with the given word 'employ'. The 'uoy' in 'buoy' and the 'oy' in 'employ' have the same sound and are transcribed / /.

STRESS

Stress can be defined as the extra force or greater emphasis placed on a syllable when it is pronounced in order to make such syllable more prominent than others.

A syllable can carry primary (main or principal) or secondary stress. The primary stress is usually the strong stress while the secondary stress is the weak stress. Most examinations place emphasis on the identification of primary stress. The primary stress is usually indicated by the use of

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'stress-mark' before or after the stressed syllable (e.g. be'hind) or by the use of capital letters (e.g. beHIND) or by underlining the stressed syllable (e.g. behind).

What is a syllable? It refers to any of the units into which a word may be divided. Put differently, a syllable is the smallest unit of pronunciation.

There are three basic categories of words in word stress. These are the mono-syllabic words, the bisyllabic words and the polysyllabic words.

(a) **Monosyllabic Words** – These are words that have only one syllable and they are usually not stressed e.g. go, in, of, on, run, June etc.

(b) **Bisyllabic Words** – They are words that have two syllables in their syllabic structure e.g. return, prevail, reverse, under, etc.

(c) **Polysyllabic Words** – These are words that have three or more syllables in their syllabic structures e.g. occasion, committee, comfortable, dedication etc.

As mentioned earlier, monosyllabic words are usually not stressed, therefore, we shall place emphasis on bisyllabic and polysyllabic words.

BISYLLABIC WORDS (TWO-SYLLABLE WORDS)

Rules For Stressing Bisyllabic Words

(1) Generally, all bisyllabic words are stressed on the 1st syllable ***e.g.*** RIver, FEmale, WINdow, INjure, ABsent, ACtor, WOman, VENdor, LISten, RUler, FEver, GRATEful, CERtain, LOcal, CIty, Over, NERvous, LIKEness, WANted, SOcial, PENcil, ENGlish, etc.

(2) If a bisyllabic word has a prefix, the stress should be transferred to the 2nd syllable i.e. do not stress the prefix e.g. unFAIR, misTRUST, unKNOWN, beHIND, disMISS, transFORM, subDUE, deCLARE, inFORM, aWAY, unSOLD, unUSED, deFEAT, disGRACE, aBOUT, inVITE, perSUADE, reMAIN etc.

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(3) If a bisyllabic word is a noun or adjective, the 1st syllable should be stressed e.g. WINdow (noun), ANcient (adj), BARracks (noun), DIRty (adj), MOtor (noun), FREquent (adj), STUdent (noun), PREsent (adj).

(4) If a bisyllabic word is a verb or adverb, the 2nd syllable should be stressed e.g. reMOVE (verb), beHIND (adv), adVISE (verb), aPART (Adv), postPONE (verb), aWAY (adj) etc.

(5) Bisyllabic words that could be used as nouns as well as adjectives and have the same spelling in both parts of speech have their stress on the 1st syllable when used as nouns but stressed on the 2nd syllable when used as adjective ***e.g.***

(i)	EXpert (noun)	exPERT (adj)
(ii)	AUgust (noun)	auGUST (adj)
(iii)	MInute (noun)	miNUTE (adj)

(6) Bisyllabic words that could be used as nouns as well as verbs and have the same spelling in both parts of speech have their stress on the 1st syllable when used as nouns but stressed on the 2nd syllable when used as verbs. ***e.g.***

(i)	TRANSport (noun)	transPORT	(verb)
(ii)	PROduce (noun)	proDUCE	(verb)
(iii)	CONvict (noun)	conVICT	(verb)
(iv)	OBject (noun)	obJECT	(verb)
(v)	DEsert (noun)	deSERT	(verb)
(vi)	PROceed (noun)	proCEED	(verb)
(vii)	SURvey (noun)	surVEY	(verb)

(7) Bisyllabic words that have the same spellings used as both a djectives and verbs, have their stress on the 1st syllable when used as adjective but on the 2nd syllable when used as verbs. ***e.g.***

(i)	FREquent (adj)	freQUENT	(verb)
(ii)	CORrect (adj)	corRECT	(verb)
(iii)	PROstrate (adj)	proSTRATE	(verb)

(8) Affixes are not usually stressed i.e. only the Base or Root words are stressed e.g. QUICKen, ACTress, DARKen, WEAKen, etc.

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POLYSYLLABIC WORDS

Rules for Stressing Polysyllabic words

(1) Polysyllabic words that end in – phy, -ate, -ical, -cy, -ium, -al, -ant, -ent, -ify, ogy, ity, have their stress on the 3rd syllable from the end of the word (right)

(a) **- phy**
Pho-TO-gra-phy, ge-O-gra-phy

(b) **- ate**
ma-TRI-cu-late, con-GRA-tu-late, e-LI-mi-nate, cer-TI-fi-cate, par-TI-ci-pate, com-MU-ni-cate.

(c) **- cy**
de-MO-cra-cy, klep-TO-cra-cy, con-TIN-gen-cy, au-TO-cra-cy, con-SPI-ra-cy.

(d) **- ium**
e-qui-LIB-rium, a-QUAR-I-um, de-LIR-i-um
Note: There are some words that have '-ium' ending that have their stress on the 2nd syllable from the end of the word or right ***e.g.***
con-do-MIN-ium, pan-de-MO-nium.

(e) **- al**
con-ver-SA-tion-al, in-TEN-tion-al, in-ter-NA-tion-al, pro-FES-sion-al.

(f) **- ant**
Sig-NI-fi-cant, IM-por-tant, Par-TI-ci-pant.

(g) **- ent/-ment**
en-VI-ron-ment, mag-NIF-i-cent, ad-VER-tis-ment, de-VE-lop-ment.

(h) **- ical**
geo-GRA-phi-cal, i-DEN-ti-cal, re-CI-pro-cal, geo-MET-ri-cal

(i) **- ify**
i-DEN-ti-ty, CRU-ci-fy, in-TEN-si-fy, e-LEC-tri-fy

(j) **- ogy**
a-POL-o-gy, bi-O-lo-gy, cos-MOL-o-gy.

(k) **- ity**
au-THO-ri-ty, com-MU-ni-ty, ma-TER-ni-ty, cap-TI-vi-ty.

(2) Polysyllabic words that end in –ion, -ic, -ial, -ian, have their stress on the 2nd syllable from the end of the word (right).

(a) **- ion**

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e-du-CA-tion, ju-bi-LA-tion, in-for-MA-tion, de-le-GA-tion

(b) **- ic**
au-to-CRA-tic, de-mo-CRA-tic, au-to-MA-tic, pho-to-GRA-phic.

(c) **- ial**
tes-ti-MO-nial

(d) **- ian**
po-li-TI-cian, e-lec-TRI-cian

(3) Quartra – syllabic words (four – syllable words) that end in – ism, -able, -ure, -ry, -tor, -ize and –ive usually have their stress on the 4th syllable from end (the 1st syllable from the beginning of the word).

(a) **- ism**
TRI-ba-li-sm, SYM-bo-li-sm, CRI-ti-ci-sm, CA-pi-ta-li-sm

(b) **- able**
FA-vou-ra-ble, PRO-fit-a-ble, COM-for-ta-ble.

(c) **- ure**
IN-fra-struc-ture, A-gri-cul-ture, AR-chi-tec-ture.

(d) **- ry**
DOR-mi-to-ry, OR-di-na-ry, SEC-ond-a-ry

(e) **- tor**
GE-ne-ra-tor, NA-vi-ga-tor, IN-sti-ga-tor

(f) **- ize**
NA-tion-al-ize, RA-tion-a-lize, REG-u-lar-ize

(g) **- ive**
DEC-o-ra-tive, AL-ter-na-tive.
Note: If a polysyllabic word has its ending in –ure or – ture, it is stressed from the 2nd syllable from the beginning of the word when it contains 3 syllables e.g. com-PO-sure, de-PAR-ture.

(4) Polysyllabic words that end in –ee, que, -ere have their stress on the 1st syllable from end of the word.

(a) **-ee**
de – tai – NEE, gua – ran – TEE.

(b) **- que**
com – mu – ni – QUE

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(c) **- ere**
in – ter – FERE

(5) Compound verbs are usually stressed on the 2nd part of the constituent ***e.g.***

Overcome	=	o – ver – COME
Underscore	=	un – der – SCORE
Understand	=	un – der – STAND

(6) Compound nouns are stressed on the 1st part of the constituent, ***e.g.***

Over growth	=	O – ver – growth
Overcoat	=	O – ver – coat

EMPHATIC STRESS

This is also called the contrastive stress. It is a stress which directs attention or lays a special emphasis on a particular word in a given statement. This emphasized word usually receives the emphatic stress in capital letters or italics. Candidates are expected to choose an option from the list provided that would satisfy the indicative sentence given. In order to choose the right option, candidates should observe the following rules or principles:

(1) Any option that contains the emphasized word i.e. the word written in capital letters or italics should not be chosen as the right answer.

(2) Where the word that receives the emphatic stress is not in any of the options, you are required to look out for its opposite in the options.

(3) Most times, the sentence which forms the basis for the questions; will serve as the right answer to one of the options. Remember that the options are usually questions.

(4) Always pay attention to the word in rubrics.

(5) Sometimes, two options may not contain the emphasized word but may contain a word each which contrasts with the emphasized word. This will undoubtedly make both options appear as if they were both right. When this is the case, the option that contains a key word not used in the statement that forms the basis of the question should not be chosen as the right option.

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EXAMPLES

1. The President SPOKE to the press.
   A. Did the President speak to the press?
   B. Who spoke to the press?
   C. Did the President write to the press?
   D. Are these the pressmen that the President spoke to?
   (UME 2003 Q. 53 Type B)
   Answer C

   Logic: Options A, B and D contain the emphasized word 'spoke'. Option C does not contain the emphasized word but rather it contains the word 'write' which in this context can serve as the opposite of the emphasized word.

2. My MOTHER served rice and fresh fish stew for dinner.
   A. Did your mother serve rice and fresh fish stew for lunch?
   B. What kind of stew did your mother serve for dinner?
   C. Who served rice and fresh fish stew for dinner?
   D. What kind of meal did your mother serve for dinner?
   (UME 2003 Q. 54 Type B)
   Answer C.

   Logic: Options A, B, and D contain the emphasized word 'MOTHER' and are therefore wrong. The sentence which forms the basis for the question is also an answer to the question: who served rice and fresh fish stew for dinner?

3. The accused hasn't even been TRIED yet
   A. Was the accused sentenced to life imprisonment?
   B. Has the suspect been apprehended?
   C. Why hasn't the accused been tried yet?
   D. Was the accused handed over to the police?
   Answer A

   Logic: Option 'C' contains the emphasized word 'TRIED'. The statement refers to the 'accused' not 'suspect' as contained in option 'B'. the opposite of 'tried' as a legal term is 'sentence' not 'apprehend' or 'hand over'.

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4. Tunde is visiting his UNCLE in Abuja next month.
   A. Is Tunde visiting his aunt in Abuja next month?
   B. Is Tunde visiting his uncle in Kaduna next month?
   C. Is Tunde visiting his uncle in Abuja next week?
   D. Is Olu visiting his uncle in Abuja next month?
   (WASSCE JUNE 2000 Q. 46 of Test of Orals)
   Answer A

   Logic: Options B, C, and D contain the emphasized word 'UNCLE'. Option 'A' contains the word 'aunt' which is the opposite of 'uncle'

5. Yemi scrubs the floor every SATURDAY
   A. Does Ngozi scrub the floor every Saturday?
   B. Does Yemi sweep the floor every Saturday?
   C. Does Yemi scrub the floor every Sunday?
   D. Does Yemi scrub the wall every Saturday?
   (WASSCE JUNE 2000 Q. 47 of Test of Orals)
   Answer C

   Logic: Options A, B, and D contain the emphasized word 'SATURDAY' and are therefore wrong.

DIFFERENT STRESS PATTERN

In the SSCE and similar examinations no fewer than 5 questions are asked from this area of the syllabus. Candidates are usually given bisyllabic (two-syllable) or tri-syllable (three-syllable) words and would be required to identify a word that has a different stress pattern from a group of words. In order to arrive at the right conclusion, candidates are advised to apply the following rules:

(i) Divide (break) all the words into syllabic units ***e.g.***
   (a) trader (tra/der) (b) pupil (pu/pil)
   (c) prefer (pre/fer) (d) prefect (pre/fect)

(ii) Identify the parts of speech of all the words given.

(iii) Do not stress a syllable that contains a prefix.

(iv) Do not stress a syllable that contains a schwa.

(v) All the rules associated with stress should always be borne in mind when identifying a word with a different stress pattern.

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EXAMPLES

In the following options lettered A to D, all the words except one have the same stress pattern. Identify the one with the different stress pattern

(1) (A) away (B) apart (C) behind (D) river
Answer D
Reason: Options A, B, C are adverbs and are stressed on the second syllable while option D (a noun) is stressed on the first syllable.

(2) (A) woman (B) pencil (C) window (D) remove
Answer D.
Reason: Options A, B, C are nouns and are stressed on the first syllable while option 'D' is a verb and is stressed on the second syllable.

(3) (A) madam (B) wardrope (C) classroom (D) resent
Answer D.
Reason: Options A, B, C are nouns and are stressed on the first syllable while option D is a verb and is stressed on the second syllable.

(4) (A) exalt (B) higher (C) return (D) arrive
Answer B.
Reason: Options A, C, D, are verbs and are stressed on the second syllable while the stress of option B (an adjective) lies on the first syllable.

(5) (A) referee (B) decision (C) fiancée (D) incursion
Answer A.
Reason: The stress is on the first syllable from the end of the word of option A while it is on the second syllable of option B, C, D.

(6) (A) grumble (B) laughter (C) forgive (D) southern
Answer C.
Reason: Option A, B, D have their stress on the 1st syllable while option C has its stress on the second syllable.

(7) (A) Answer (B) kingdom (C) country (D) devoid
Answer D.
Reason: Options A, B, C, have their stress on the 1st syllable while option D has its stress on the second syllable.

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(8) (A) examine (B) benefit (C) dedicate (D) demarcate
Answer A.
Reason: Option A is stressed on the second syllable while options B, C, D have their stress on the 1st syllable (from the beginning of the word).

INTONATION

When one speaks, one's voice rises and falls at different intervals. The rise and fall in the pitch of the voice especially as it affects the meaning of what is said is known as intonation.

USES OF INTONATION

1. It is used to focus attention on the areas of emphasis. Speakers pronounce words that are important with a higher pitch than those that are not.
2. Intonation unfolds (reveals) the attitude or mood of the speaker. It shows us whether the mood of the speaker is that of happiness, annoyance, excitement, or indifference.
3. It helps to determine whether a sentence is a command, question, statement, or exclamation.
4. Intonation can also be used to indicate grammatical difference between sentences.

TYPES OF INTONATION

1. The falling tune (↘)
2. The rising tune (↗)
3. The falling – rising tune (◡↗)
4. The rising – falling tune (◠↘)

These will be discussed in turn

(1) **THE FALLING TUNE (↘)**

Here, the pitch of the voice descends from a higher level to a lower level. This fall in the pitch is shown by the symbol of an arrow falling from left to the right (↘). The falling tune is used with statements, W.H. –questions, commands, instructions, advice, tag questions that seek confirmation, exclamations etc.

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STATEMENT

(i) She loves me ↘
(ii) He is my friend ↘
(iii) The boys haven't come today ↘

WH-QUESTIONS

Sentences that begin with 'WH' are called 'WH' questions e.g. what, when, why, where, who, which, whose.

(i) Who ate my food? ↘
(ii) Why are you smiling ↘
(iii) When is she coming? ↘
(iv) What is happening? ↘
(v) Where is the book? ↘

COMMANDS

(i) Sit down! ↘
(ii) Bring it! ↘
(iii) Shut up! ↘

INSTRUCTIONS

(i) Pray hard ↘
(ii) Arrange the books ↘
(iii) Be vigilant ↘

ADVICE

(i) Take care of your children ↘
(ii) Give yourself enough rest ↘
(iii) Do your medical check-up always ↘

TAG QUESTIONS THAT SEEK CONFIRMATION

(i) Bimpe sings beautifully, doesn't she? ↘
(ii) Steve came early, didn't he? ↘
(iii) Adams was at the reception hall, wasn't he? ↘

EXCLAMATIONS

(i) Oh, I have got it! ↘
(ii) What a beautiful goal! ↘
(iii) What a shame! ↘

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(2) THE RISING TUNE (↗)

This indicates the movement of the pitch of the voice from low to high. The rising tune is usually indicated by an arrow moving from left to right (↗). They are used with Yes – No questions, polite request question tags that seek new information, protest or surprise, farewell greetings, unfinished statements etc.

Yes – No Questions

(i) Have you read the books? ↗
(ii) Has she found the key? ↗
(iii) Can he swim? ↗

Polite Request

(i) Lend me your pen, please ↗
(ii) Could you give me your book? ↗
(iii) Would you go with me? ↗

Question tags that seek new information

There is a difference between question tags that seek confirmation of information and question tags that seek new information. The former usually take the falling tune while the latter take the rising tune ***e.g.***

(i) He can't swim, can he? ↗
(ii) She stole the money, didn't she? ↗
(iii) Ada came, I can't be sure ↗

Questions that ask for repetition

(i) You mean she has left? ↗
(ii) Did you see the key? ↗
(iii) What did you say? ↗
(iv) Was he with them? ↗

Expressing a protest or surprise

(i) The lady returned the gift ↗
(ii) I should go out. ↗
(iii) That wasn't my idea. ↗

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(3) THE FALLING – RISING TUNE (◡↗)

This is a combination of the first two tunes. It is indicated with the following symbol which shows the gradual fall and rise in the pitch of the voice (◡↗). The falling – rising tune is used to show encouragement, warning, threats, requests, normal apologies etc.

Encouragement

(i) I can ◡↗ assure you, that won't be a serious problem.
(ii) It ◡↗ won't take very long.

Warning / threats

(i) I will ◡↗ kill her.
(ii) Don't be too ◡↗ sure.

Requests

(i) Please, let her ◡↗ come in.
(ii) Please, let me ◡↗ do it.
(iii) Can I ◡↗ take your book?

Normal Apologies

(i) I'm ◡↗ sorry.
(ii) I beg your ◡↗ pardon.

(4) THE RISING – FALLING TUNE (◠↘)

The rising – falling tune is shown by a curved line from the left and falling on the right. It is indicated by the symbol ◠↘. It is usually used with enumeration, impatient commands, double questions, greetings etc.

Enumeration

When enumerating (counting out a series), the last item in the sequence usually takes a falling tune while all others take the rising tune.

He bought ↗ a pencil, ↗ a ball, ↗ an orange and ↘ a book

Impatient Commands

(i) Get ◠↘ out.
(ii) Sit ◠↘ down.

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Double Questions

Questions that present two alternatives are called double questions. The first part usually takes the rising tune while the second takes the falling tune.

(i) Did Mary carry ↗ the red or ↘ blue bucket.

(ii) Did he accuse ↗ the tenant or ↘ landlord.

Intonation in greetings

The greetings done at different times of the day usually take different intonation patterns. For instance, the greeting takes the falling tune when we meet people for the first time at a period. ***e.g.***

Good morning ↘ Good afternoon ↘ Good evening ↘

It should be noted that the falling tune in greetings indicates or shows some degree of politeness. However, greetings that mark the end of a period of the speaker usually take the rising tune.

Good Morning ↗ Good afternoon ↗ Good evening ↗

Farewell greetings also take the rising tune.

Bye-bye ↗ Goodbye ↗

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TOPIC 41

SENTENCE DETACHMENT

'To detach', in the context in which we are interested in means to break, remove or separate a part of a sentence from a larger one. The knowledge of sentence detachment helps one in ascertaining the correctness or otherwise of a sentence or an option that one intends to choose under examination condition.

I am always thrilled when I hear scientists say 'Let's balance the equation'. In the same vein, Sentence Detachment is one of the ways through which the speakers of the English language can balance 'Grammatical Equations'. It should be noted that the application of the rules of sentence detachment cuts across topics like concord, comparison and consistency, the gerunds etc.

RULES FOR DETACHMENT

(1) Questions involving the use of relative pronouns such as 'who', 'that', 'which', 'whose' or 'whom' require detachment in order to ascertain the right option to choose. ***e.g.***

(i) UME '92 Q. 60

It was _____ who fought the civil war.

(a) they (b) them (c) those (d) theirs

Ans: A.

STEPS

i. Use a pencil to draw an arrow from 'who' backward to the gap.

ii. Use the pencil to ring (circle) the relative pronoun 'who' (It means that the relative pronoun 'who' is no longer relevant).

iii. Cut (break) the sentence immediately after 'was' but before the gap.

iv. Insert the option (A) that you have chosen and then read the sentence from the point of detachment to the right.

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ILLURSTRATION

It was they (who) fought the civil war.

When the sentence is detached, it will read:
They fought the civil war. ✓
Let's consider options, B,C, and D.

When the sentence is detached:
Option B will read 'Them' fought the civil war' (wrong)
Option C will read 'Those fought the civil war' (wrong)
Option D will read 'Theirs fought the civil war' (wrong)

ii. UME 2005 Q. 85 (Type 4)
You, who _____ convicted, should appeal.
(a) has been (b) is (c) Was (d) are
Ans.: D

ILLUSTRATION

You, (who) are convicted, should appeal.

When the sentence is detached, it will read:
i. You are convicted.
ii. You should appeal.

Option 'A' will read: You has been convicted. ✗
Option B will read you is convicted. ✗
Option C will read you was convicted. ✗

iii. It is I who _____ to blame.
(a) is (b) are (c) were (d) am
Ans.: D

It is I (who) am to blame.

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When the sentence is detached, it will read:
I am / is to blame.

iv. It is you who are / is wrong
You are / is. Wrong

v. One of the rioters who _____ arrested yesterday _____ released
(a) was / had been (b) were/have been
(c) was / have been (d) were / has been UME '89 Q. 95
Ans.: D

ILLUSTRATION
One of the rioters who _____ arrested yesterday _____ released

The sentence can be detached as:
i. The rioters were arrested yesterday.
ii. One of the rioters has been released.

(2) Questions which involve the use of either – or / neither – nor can also be detached from 'or/nor' in order to determine the correctness or otherwise of a given option. Then, the sentence should be read from the point of detachment to the right. ***e.g.***

(i) UME '95 Q. 69
Either Ekaete or you _____ to go.
(a) was (b) are (c) has (d) is
Ans.: B

ILLUSTRATION
Either Ekaete or you are to go

When the sentence is detached, it will read.
You are to go. ✓

(ii) Neither the children nor I _____ wrong
(a) are (b) is (c) were (d) am
Ans.: D

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ILLUSTRATION

Neither the children nor I am wrong.

Detachment

When the sentence is read from the point of detachment, it becomes: I am wrong.

Note however that 'either – or' means one of the two' while 'neither – nor' means 'none of the two'.

(3) The knowledge of sentence detachment can also be brought to bear in questions relating to the gerunds. ***e.g.***

WASSCE NOV. 2001 Q. 56

(i) My father doesn't mind driving / ~~to drive~~ me to school every day.

Note: Mind takes the gerund (Mind + '-ing')

Break the sentence immediately after 'mind' and read to the right.

Detachment:

i. Driving me to school every day is what my father doesn't mind. ✓

ii. To drive me to school every day is what my father doesn't mind... ✗

(ii) I don't like our/~~him/them~~ going late to school everyday.

Detachment

Our going late to school everyday is what I don't like. ✓

Him/them going late to school everyday... ✗

(iii) I am looking forward to seeing/~~see~~ you at the reception hall.

Detachment

Seeing you at the reception hall is what I am looking forward to. ✓

See you at the reception hall is what I am looking forward to... ✗

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(4) When the conjunction 'and' is used to link one 'known' and one 'unknown', use the sentence detachment method to determine the identity of the 'unknown'. ***e.g.***

(i) UME '92 Q. 59
Baba and _____ participated in the tournament
(a) him (b) his (c) he (d) hers
Ans.: C

ILLUSTRATION

Baba and he participated in the tournament.
Note: The arrows demonstrate how the sentence should be detached i.e.
i. Baba participated in the tournament.
ii. He participated in the tournament.

(ii) UME '99 Q. 83
Those men helped Dupe and _____
(a) myself (b) I (c) me (d) we
Ans.: C

ILLUSTRATION

Those men helped Dupe and me
Detachment:
Those men helped Dupe. ✓
Those men helped me. ✓

(5) When comparisons are made in a sentence, the knowledge of sentence detachment equally helps in determining the appropriateness or otherwise of the subjects or objects used by the speaker while making such comparisons. ***e.g.***

(i) He is taller than me (wrong)
s o
Detachment
i. He is tall
ii. Me is tall

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iii. He is taller than me (is tall)

(ii) He is taller than I (Right)
s s

Detachment

i. He is tall.
ii. I am tall.
iii. He is taller than I (am tall).

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TOPIC 42

DISTINCTIVE SOUNDS

Generally, creatures and objects are associated with certain sounds which make them different from others and to be easily noticed. In recent times, examiners have become interested in the topic that they draw questions from it to assess students' mastery of sounds.

Admittedly, it is not a very interesting topic as there are no guiding rules or formulas that one can apply to get the sound made by a particular creature or object. However, consistency makes room for permanence. My advice is for students to read these sounds consistently so that they can learn them by heart.

SOUNDS MADE BY CREATURES

	Creature	Sound
1.	ass	brays
2.	ape	gibbers
3.	bees	buzz, hum
4.	bull	bellows
5.	beetle	drones
6.	bird	whistles
7.	bitterns	boom
8.	bear	growls
9.	cock	crows
10.	cows	moo; iow
11.	curiew	pipes
12.	cats	mew, purr
13.	Crickets	chirp
14.	calf	bleat
15.	crows	caw
16.	donkey	brays
17.	deer	bells
18.	dog	barks, sharls, growls, howls

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19.	doves	coo
20.	ducks	quack
21.	elephant	trumpets
22.	eagles	scream
23.	frog	croaks
24.	geese	cackle
25.	grasshoppers	chirr
26.	goat	bleat
27.	hyena	screams, laughs
28.	hounds	bay
29.	horse	neighs
30.	hen	chuckles, cackles, clucks
31.	lion	roars
32.	lamb	bleats
33.	lark	sings
34.	mouse	squeaks
35.	monkey	chatters
36.	owls	hoot, screech, cur
37.	oxen	low
38.	pig	grunts, squeal
39.	person	talks
40.	parrot	chatters, screeches
41.	pigeon	coos
42.	ravens	croak
43.	rooks	caw
44.	rabbit	squeals
45.	snakes (serpents)	hiss
46.	sheep	bleat
47.	sparrows	chirp
48.	swallows	twitter
49.	seaqulls	scream
50.	turkey	gobbles
51.	wolves	howl
52.	wren	warbles

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SOUNDS MADE BY OBJECTS

1. Blare of a trumpet
2. Bang of a door
3. Bubbling/lapping/splashing of water.
4. Beat of a drum
5. Babble of a stream
6. Buzzing of telephones
7. Blast of an explosion
8. Booming of a gun
9. Buzz of a saw
10. Creaking of hinges
11. Clanking of chains
12. Crinkling of paper
13. Crackling of fire
14. Crackling of dry leaves, wood
15. Clangour of hammers
16. Clatter of horses' hoofs
17. Clang of an anvil
18. Clink of a coin
19. Crack of a whip
20. Chiming of a bell (large)
21. Clang of a bell
22. Dripping of water
23. Gurgling of the streams/rivers
24. Grinding of brakes
25. Howling of the wind
26. Hoot of a horn
27. Hissing of a stream
28. Jingle of coins
29. Jangling of coins
30. Lash of a whip
31. Lapping of water
32. Murmur of a stream
33. Popping of corks
34. Pattering of the rain
35. Ping of a bullet
36. Patter of feet

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37. Purr of an engine
38. Pealing of bells
39. Rumbling of heavy vehicles
40. Report of a rifle
41. Rumble of a train
42. Ring of a telephone
43. Roaring, rumbling, rolling of thunder
44. Roar of a torrent
45. Rustle of silk or leaves
46. Ring of a metal
47. Rattling of dishes
48. Swishing of Ladies' skirts
49. Splashing of water
50. Sighing of the wind
51. Scrape of a bow
52. Screeching of brakes
53. Shuffling of feet
54. Swashing of sea
55. Shriek of a whistle
56. Slam of a door
57. Singing of the kettle
58. Splutter of an engine
59. Skirl of the bag pipes
60. Tooting of a horn
61. Ticking of a clock
62. Thunder of hoofs
63. Tinkle of a bell (small)
64. Twang of a bow
65. Tramp of feet
66. Tinkle of glass
67. Throb of an engine
68. Tinkling of coins
69. Whoose of a rocket
70. Whirring of wings
71. Wail of siren
72. Whack of a cane
73. Whizzing of arrows
74. Zooming of aeroplanes

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TOPIC 43

TAUTOLOGY

Many a public speaker under the guise of laying emphasis often falls into the temptation of using tautological expressions.

The Oxford Advanced Learner's Dictionary defines 'tautology' as 'a statement in which you say the same thing twice in different words, when this is unnecessary'. It is a needless repetition of two words that are not supposed to go together. An attempt has been made here to identity those common unnecessary repetitions which public speakers are guilty of using more often than not with impunity. The following tautological expressions should be avoided:

1. **Raise up your hand** (Wrong)
   Raise your hand or put up your hand (Right)
   Note: When you raise your hand where does it go? Up, of course! Therefore 'raise' should not be used together with 'up' because they mean the same thing ***e.g.***
   i. Brethren, raise up your hands and shout halleluyah x
   ii. Brethren raise your hands and shout halleluyah ✓
   iii. If you are worshipping with us for the first time in this local assembly could you indicate by raising up your hand x
   iv. If you are worshipping with us for the first time in this local assembly could you indicate by raising your hands ✓

2. **What God has joined together** (Wrong)
   What God has joined OR What God has put together (Right)
   The word 'join' in the context in which it is used here means 'to put together'. Consequently, it is grammatically wrong to use "join" and 'together' simultaneously ***e.g.***
   i. What God has joined together, let no man put asunder x
   ii. What God has joined let no man put asunder ✓
   iii. What God has put together let no man put asunder ✓
   Note: Do not say "gather together" because it is equally tautological.

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3. **Restore back** (Wrong)
Restore or Bring back to original position (Right)
Note: To 'restore' literarily means 'to bring back to original position or to its status quo as if nothing had been altered or changed ***e.g.***
   i. God will restore back all the years that the cankerworms, Locusts and Caterpillars have eaten x
   ii. God will restore all the years that the cankerworms, locusts and caterpillars have eaten ✓

4. **From now henceforth** (Wrong)
From now on or henceforth (Right)
Note: "From now" means the same thing as "henceforth". Therefore they should not be used together ***e.g.***
   i. From now henceforth no woman will be permitted to enter the Rector's office if she is dressed in clothes that are revealing x
   ii. Henceforth, no woman will be permitted to enter the Rector's office if she is dressed in clothes that are revealing ✓
   iii. From now on, the use of cell phones during lecture hours is prohibited ✓

5. **10th year Anniversary** (Wrong)
10th Anniversary (Right)
Note: 'Year' is a synonym of anniversary. Therefore, the two words should not be used together ***e.g.***
   i. The Board of Trustees invited top fuji musicians to sing at the 10th year anniversary of the NGO x
   ii. The Board of Trustees invited top fuji musicians to sing at the 10th anniversary of the NGO ✓

6. **Repeat again** (Wrong)
Repeat say or do it again (Right)
Note: To 'repeat' means to say or do something again. Consequently it is tautologies to use 'repeat' and 'again' together. ***e.g.***
   i. By the grace of God, I shall repeat this topic again in the nearest future x
   ii. By the grace of God, I shall repeat this topic in the nearest future ✓
   iii. I shall teach this topic again in the nearest future ✓

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7. **Return back** (Wrong)
Return or go back (Right)
The word 'return' means to bring, give, put or send something back to somebody or something. It is therefore tautological to say 'return back' ***e.g.***
   i. I command you arrow of death released against me to return back to your sender. x
   ii. I command you arrow of death released against me to return to your sender. ✓
   iii. Are you returning back to your former office? x
   iv. Are you returning to your formed office OR Are you going back to your former office? ✓

8. **Fall down** (Wrong)
Fall (Right)
The word 'fall' means to 'go down' or 'to drop down from a higher level to a lower level. The words 'fall' and 'down' should not be used together ***e.g.***
   i. You enemies of my destiny, I command you to fall down and die by fire x
   ii. You enemies of my destiny, I command you to fall and die ✓
   iii. The man fell down from the roof of the building x
   iv. The man fell from the roof of the building ✓

9. **Sabbatical leave** (Wrong)
Sabbatical (Right)
The word 'Sabbatical' is a synonym of 'leave'. It is therefore tautological to say 'Sabbatical leave' ***e.g.***
   i. The Rector of PIBS has gone on sabbatical leave in the United States of America x
   ii. The Rector of PIBS has gone on sabbatical in the United States of America ✓

10. **Should in case** (Wrong)
In case or should (Right)
'Should' and 'in case' do not go together in a sentence because they have the same meaning ***e.g.***
   i. Should in case the lecturer comes here today, tell him I have left for Jos x
   ii. In case the lecturer comes here today... ✓

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iii. Should the lecturer come here today... ✓

11. **Short knickers** (Wrong)
Shorts or Knickers (Right)
'Shorts' and 'knickers' mean the same thing. The difference comes in when we determine who wears them. 'Knickers are women's underwear that covers their bodies to the tops of their legs while 'shorts' on the other hand are worn by men. Therefore, it is wrong to use the two together ***e.g.***
i. Women should not wear short knickers to this office x
ii. Women should not wear knickers to this office ✓
iii. Most men like wearing short knickers in the evening x
iv. Most men like wearing shorts in the evening ✓

12. **Night Vigil** (Wrong)
Vigil (Right)
These two words ("Night" and "Vigil") should not be used together. This is because the word "Vigil" means a period of staying awake, especially at night in order to keep watch or to pray e.g.
i. Will you attend the monthly night vigil that is coming up soon at the National Stadium? x
ii. Will you attend the monthly vigil that is coming up soon at the National Stadium? ✓

13. **Still yet** (Wrong)
Still or Yet (Right)
These two words (still and yet) mean the same thing. Avoid using them together in a sentence ***e.g.***
i. Although he is poor still yet he sent all his children to school x
ii. Although he is poor, yet he sent all his children to school ✓

14. **Can be able** (Wrong)
Can or able (Right)
The word "can" means 'able to'. It is therefore tautological to say 'can be able' ***e.g.***
i. I cannot be able to finish the job in two days x
ii. I cannot finish the job in two days ✓

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iii. I won't be able to finish the job in two days ✓

15. **Extreme end** (Wrong)
Extreme or end (Right)
The two words (extreme and end) are not supposed to be used together because they mean the same thing i.e. farthest point.
i. The house you are looking for is located at the extreme end of the street x
ii. The house you are looking for is located at the end of the street ✓
N.B: A similar expression to 'extreme end' is 'tail end'. The two words (tail and end) should not be used together.

16. **All the whole** (Wrong)
All or the whole (Right)
'All' means 'the whole'. Therefore, only one of them should be used at a time ***e.g.***
i. All the whole men in the company attended the seminar x
ii. All the men in the company attended the seminar ✓
iii. What did you do with all the whole money I gave to you? x
iv. What did you do with all the money I gave to you? ✓

17. **Refund back** (Wrong)
Refund (Right)
The verb 'refund' means 'to give back' or 'pay back'. Therefore, the two words should not be used together ***e.g.***
i. Tell him to refund back all the money you paid to him in full x
ii. Tell him to refund all the money you paid to him in full ✓

18. **In turn one after the other** (Wrong)
In turn or one after the other (Right)
'To speak in turn' means 'to speak one after the other'. Both expressions should not be used together i.e. only one should be used at a time e.g.
i. Each of the members of the group spoke in turn one after the other x
ii. Each of the members of the group spoke in turn ✓
iii. Each of the members of the group spoke one after the other ✓

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19. **Very Crucial** (Wrong)
Crucial (Right)
The word 'crucial' means 'very important'. It is a needless repetition to say 'very crucial'.
i. The supervisors will be having a very crucial meeting with the Managing Director tomorrow x
ii. The supervisors will be having a crucial meeting with the Managing Director tomorrow ✓

20. **Descend down** (Wrong)
Descend (Right)
To 'descend' means 'to go down'. It is tautological to say 'descend down' ***e.g.***
i. The old woman descended down the stairs with relative ease x
ii. The old woman descended the stairs with relative ease ✓

21. **Ascend up** (Wrong)
Ascend (Right)
'Ascend' which is the direct opposite of 'descend' means 'to go up'. Do not use 'ascend' and 'up' together.
i. After his resurrection, Jesus ascended up to heaven x
ii. After his resurrection, Jesus ascended to heaven ✓

22. **Cracker biscuit** (Wrong)
Crackers or biscuit (Right)
'cracker' and 'biscuit' are two names for the same thing. 'Biscuit' is British English, 'cracker' is American English ***e.g.***
i. Do I buy cracker biscuit for you? x
ii. Do I buy crackers for you? ✓
iii. Do I buy biscuit for you? ✓

23. **Invited guest** (Wrong)
Guest (Right)
The word 'guest' means 'people that are invited'. It is a needless repetition to say 'invited guest' ***e.g.***
i. I want to sincerely appreciate all my invited guests for honouring my invitation x

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ii. I want to sincerely appreciate all my guests for honouring my invitation ✓

24. **Roam about** (Wrong)
Roam (Right)
The word 'roam' means 'to walk about aimlessly'. It is therefore wrong to use the two words together ***e.g.***
i. Many graduates roam about the streets seeking job opportunities x
ii. Many graduates roam the streets seeking job opportunities ✓
iii. It's bad habit to be roaming the premises during lecture hours ✓

25. **Please kindly** (Wrong)
Please or kindly (Right)
Please or kindly is used for making polite requests. The two should not be used together e.g.
i. Please, kindly lend me your pen x
ii. Please, lend me your pen ✓
iii. Kindly lend me your pen ✓

26. **Recall back** (Wrong)
Recall (Right)
'To recall' simply means 'to bring back'.
i. Can you recall back all the messages you heard while you were at the seminary in Lagos? x
ii. Can you recall all the messages you heard while you were at the seminary in Lagos? ✓

27. **Bow down your head** (Wrong)
Bow your head (Right)
When you bow, your head must go down. Therefore, it is ungrammatical to say 'bow down your head' ***e.g.***
i. Brethren, let's bow down our heads for prayer x
ii. Brethren, let's bow our heads for prayer ✓

28. **Recover back** (Wrong)
Recover (Right)
'To recover' in the context in which it is used here means to 'get back something that one has lost' ***e.g.***

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i. This season, we shall recover back all that the devil has stolen from us. x
ii. This season we shall recover all that the devil has stolen from us. ✓

29. **Must have to** (Wrong)
Must or have to (Right)
The auxiliary verb 'must' is used to indicate an action that is mandatory or compulsory or an action that has to be done. So, 'must' should not be used together with "have to"
i. You must have to do what your father asked you to do x
ii. You must do what your father asked you to do ✓
iii. You have to do what your father asked you to do. ✓

30. **Heavy down pour** (Wrong)
Heavy rain or down pour (Right)
Note: "Heavy rain" means "down pour'. They should not be used together ***e.g.***
i. There was heavy down pour in some parts of Lagos last night x
ii. There was heavy rain in some parts of Lagos last night ✓
iii. There was down pour in some parts of Lagos last night ✓

31. **Struggle hard** (Wrong)
Struggle or Try very hard (Right)
Note: To 'struggle' means 'to try very hard to achieve or do something'. It is therefore wrong to use 'struggle' and 'hard' together ***e.g.***
i. The widow struggled hard to complete her late husband's project x
ii. The widow sfruggled to complete her late husband's project ✓
iii. The widow tried very hard to complete her late husband's project ✓

32. **Frowning your face / Frowning**
Frowning your face (Wrong)
Frowning (Right)
Note: The only part of the body that you can frown is your face ***e.g.***
i. Why are you frowning your face? x
ii. Why are you frowning? ✓

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33. **Bad gang / gang**
Bad gang (Wrong)
Gang (Right)
Note: 'A gang' refers to 'an organized group of criminals or bad people'.
i. Lawrence Anini was the leader of the bad gang that tormented Edo State for over a year x
ii. Lawrence Anini was the leader of the gang that tormented Edo State for over a year ✓

34. **Wedding Ceremony / Wedding**
Wedding Ceremony (Wrong)
Wedding (Right)
Note: 'Wedding' means 'marriage ceremony'. Therefore, it is tautological to use 'wedding' and 'ceremony' together ***e.g.***
i. The wedding ceremony attracted people from different walks of life x
ii. The wedding attracted people from different walks of life ✓
iii. The marriage ceremony attracted people from different walks of life ✓
Note: The same rule applies to 'Burial Ceremony'.

35. **New innovation / innovation**
New innovation (Wrong)
Innovation (Right)
Note: The word 'innovation' means something novel; a new method or idea. 'New' and 'innovation' should not be used together in a sentence ***e.g.***
i. This new innovation will bring about a dramatic change in this company x
ii. This innovation will bring about a dramatic change in this company ✓
iii. This new idea will bring about a dramatic change in this company ✓

36. **Cover shoes / Shoes**
Cover shoes (Wrong)
Shoes (Right)
Note: Anything you wear with the sole aim of covering your feet is called 'shoes'. It is therefore tautological to use 'cover' and 'shoes' together ***e.g.***
i. A pair of cover shoes costs Ten Thousand Naira in this market x
ii. A pair of shoes costs Ten Thousand Naira in this market ✓

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37. **A log of wood / A log**
A log of wood (Wrong)
A log (Right)
Note: "A log" means "a piece of wood". They should not be used together
e.g.
i. The corpse has been lying on the floor like a log of wood x
ii. The corpse has been lying on the floor like a log ✓

38. **Sue to court / Sue**
Sue to court (Wrong)
Sue (Right)
'To sue' means 'to charge a matter to court'. It is therefore wrong to say 'sue to court' ***e.g.***
i. Why don't you want to sue him to court? x
ii. Why don't you want to sue him? ✓
iii. Why don't you want to charge the matter to court? ✓

Other tautological expressions that should be avoided by public speakers include: **"Sufficient enough"**, **"Cooperate together"**, **"retrieve back"**, **"transport fare"**, **"root cause"**, **"far distance"**, and **"a little bit"**.

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GENERAL REVISION QUESTIONS

Fill each gap with the most appropriate option from the list provided.

1. It is you who _____ wrong (a) is (b) was (c) has been (d) are
2. It is I who _____ to blame (a) is (b) am (c) is going (d) are
3. It was _____ who fought the war (a) they (b) them (c) their (d) themselves.
4. _____ is my mother's hobby (a) Cooking (b) To be cooking (c) To be cooking always (d) To have cooked.
5. I am looking forward _____ you at the reception hall.
   (a) to meet (b) to meeting (c) to met (d) to have met
6. My father does not mind _____ me to school everyday.
   (a) driving (b) to drive (c) to be driving (d) To drove
7. This book is mine; that is _____ (a) Johns' (b) John's sown (c) John's (d) Johns's.
8. The _____ was killed by a careless driver yesterday.
   (a) 40 years-old man (b) 40 years'-old man
   (c) 40-year's-old man (d) 40-year-old man
9. It is bad to take _____ property without permission.
   (a) someone's else (b) someone's else's
   (c) someone elses' (d) someone else's
10. I had the _____ of meeting the president last week.
    (a) previledge (b) privilege (c) previlege (d) priviledge
11. The _____ attracted many people from different walks of life.
    (a) occassion (b) ocassion (c) occasion (d) occason
12. Of all the figures of speech the one I like most is _____
    (a) Onomatopoeia (b) Onomatopoea
    (c) Onomatopeia (d) Onoatopia
13. The church _____ will meet _____ after the service.
    (a) commitee/tomorrow (b) Committee/tomorrow
    (c) Committee/tommorow (d) Commitee/tommorow
14. Let's go, _____? (a) shall we (b) do we (c) will we (d) shan't we
15. Student: Must we complete the assignment today?
    Teacher: No, you _____ (a) mustn't (b) must (c) needn't (d) need not to

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16. Eddie sings beautifully _____(a) not so (b) isn't it
(c) don't you (d) doesn't he
17. You like oranges, _____? (a) doesn't you (b) didn't you
(c) don't you (d) did he
18. He caused the damage, _____? (a) didn't he (b) isn't it
(c) doesn't he (d) did he
19. He who pays the piper _____ the tune (a) calls (b) dictates
(c) always dictates (d) call
20. Do not bite the _____that feeds you. (a) hand (b) finger
(c) mouth (d) tongue.
21. On my way to Abuja I met my English teacher _____the plane.
(a) inside (b) on (c) under (d) above
22. I want to use this medium to congratulate you _____ your brilliant performance in the last GCE. (a) for (b) of (c) in (d) on
23. This detergent is made _____ palm oil. (a) of (b) through
(c) from (d) in
24. My uncle _____ ladies shoes.
(a) deals on (b) deals with (c) deals in (d) deals by
25. The table you are writing on is made _____wood.
(a) of (b) from (c) by (d) through
26. Mr. Adams is a _____
(a) tall handsome young gap-toothed Yoruba man.
(b) gap-toothed young tall Yoruba handsome man
(c) young Yoruba handsome tall gap-toothed man.
(d) handsome tall young gap-toothed Yoruba man
27. _____has finally collapsed. (a) The big round old white c rumbling building (b) The old big crumbling white round building
(c) The white round big old crumbling building.
(d) The big old round crumbling white building.
28. Prince Iyke just bought _____ (a) a black expensive big racing American Car. (b) an expensive big black racing American Car
(c) an American big expensive racing black car.
(d) a big black racing expensive American car.

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29. Mr. Wisdom drove _____(a) to Enugu speedily at 6a.m (b) at 6a.m to Enugu speedily (c) speedily to Enugu at 6am (d) speedily at 6am to Enugu.
30. Mr. Tony arrived _____(a) at 6 in the evening yesterday (b) yesterday at 6 in the evening (c) in the evening at 6 yesterday (d) at 6 yesterday in the evening.
31. Evang. Tosense was _____(a) elected chairman unanimously in Abuja last week (b) In Abuja last week unanimously elected chairman (c) unanimously elected chairman in Abuja last week (d) unanimously last week in Abuja elected chairman
32. _____ will visit pastor Osinakachi next week (a) She and myself (b) I and she (c) Myself and she (d) She and I
33. The manager promised to promote Godwin and _____ (a) myself (b) I (c) himself (d) me
34. _____stole your mother's money. (a) He and I (b) I and he (c) he and me (d) He and myself
35. The Rector of the Polytechnic visited George and _____ last month. (a) me (b) I (c) myself (d) himself
36. Richard has done all _____his father asked him to do. (a) that (b) what (c) whose (d) whom.
37. Mr. Akinwande prefers political science _____law. (a) than (b) to (c) more than (d) for
38. No sooner had Obafemi entered the room _____the rain started. (a) when (b) before (c) than (d) immediately
39. Can you quote the formulae _____ (a) off head (b) by heart (c) off by heart (d) off hand
40. Try to learn the formulae _____(a) off hand (b) off head (c) by heart (d) off memory
41. Prof. Bisi said that the sun _____from the east. (a) rose (b) had risen (c) rises (d) has risen
42. The teacher asked the class whether they _____
    (a) know the boy (b) have known the boy
    (c) knew that boy (d) knew the boy
43. Mr. Thompson said that all that glitters _____not gold. (a) is (b) was (c) were (d) are

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44. The teacher's _____helped _____of students in their UME.
(a) advice/alot (b) advice/ a lot (c) advise/alot (d) advise/ a lot

45. The bookseller received the proprietor's _____to sell his books but his _____ made the students to laugh at him
(a) assent/accent (b) accent/accent
(c) assent/assent (d) accent/assent

46. I am sorry, I can't give you any orange because I have _____left.
(a) a little (b) little (c) few (d) a few

47. I can afford to give you a gallon of kerosene because I have _____left in my tank. (a) a few (b) a little (c) few (d) little.

48. Could you please_____me an _____
(a) borrow/envelop (b) lend/envelope
(c) lend/envelop (d) borrow/envelope

49. _____has been presented against the suspect.
(a) A lot of evidences (b) Some evidences (c) Serious evidences
(d) Substantial evidence

50. Be careful not to _____ your money to thieves.
(a) lose (b) loose (c) loss (d) lost

51. All African _____will be in Abuja tomorrow to witness the swearing in Ceremony (a) Heads of State (b) Heads of States
(c) Head of States (d) Heads of States'

52. Most young women are usually not in good terms with their _____
(a) Mothers-in-law (b) Mother-in-laws (c) Mothers-in-Laws
(d)Mother's-in-law.

53. The condemned armed robber was _____last month.
(a) hanged (b) hunged (c) hung (d) hang

54. The company was _____up last year. (a) winded (b)wind
(c)wound (d) wond

55. The tailor had already _____the clothes before I got to his shop.
(a) Sowed (b) sown (c) sew (d) sewn

56. '_____' asked the Pastor (a) Are you hearing me? (b) Are you not hearing me? (c) Can you hear me? (d) Have you not been hearing me?

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57. _____ 'asked the teacher. (a) Do you understand me? (b) Are you understanding me? (c) Have you been understanding me? (d) Are you not understanding me?

58. Whenever Yemi is cooking, she likes _____
(a) tasting the food (b) testing the food
(c) testing the taste of the food (d) tasting the taste of the food

59. Senator Jango Sovi _____ his lectures at about 2pm.
(a) rounded up (b) rounded off
(c) rounded of (d) rounded through

60. Many students _____ their parents' illiteracy to dupe them.
(a) catch in on (b) catch in upon
(c) cash in on (d) catch up on

61. When a car hit the boy he _____ but was quickly revived by the passers-by
(a) passed out (b) passed on
(c) passed in (d) passed of

62. You had better _____ reading for the examination now.
(a) start (b) started (c) have started (d) be starting

63. It's high time we _____ home. (a) go (b) went
(c) start going (d) start to be going

64. How I wish I _____ Gbenga before he travelled overseas.
(a) see (b) saw (c) have seen (d) had seen

65. By the end of June, I _____ my building.
(a) will have completed (b) will complete
(c) shall be completing (d) shall have completed

66. If I went to the market this evening, I _____ (a) shall return (b) will return (c) would return (d) shall be returning

67. I would rather you _____ the food now. (a) cooked (b) cook (c) start cooking (d) have start cooking

68. Either the boys or Balogun _____ wrong. (a) is (b) are (c) were (d) am

69. Neither the Manager nor his workers _____ me. (a) know (b) knows (c) is knowing (d) are knowing

70. The principal and chairman of the occasion _____ arrived.
(a) has (b) have (c) is (d) are

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71. The principal and the chairman of the occasion _____ arrived
(a) are (b) is (c) have (d) has
72. Everybody in Nigeria _____ to be rich by hook or by cook
(a) want (b) wants (c) is wanting (d) are wanting
73. Three quarters of the hostel _____ been completed and three quarters of the students _____ moved in. (a) has/has
(b) has/have (c) have/have (d) have/has
74. One o the boys who _____ to our house _____ died.
(a) comes/has (b) comes/have (c) Come/have (d) come/has
75. My neighbour has been _____ admission for three years.
(a) seeking (b) seeking for (c) seeking on (d) sicking
76. Mazi Uche _____ the warehouse at about 8am.
(a) entered into (b) entered (c) entered inside (d) entered on
77. Kachi _____ two pairs of shoes but received only a pair.
(a) ordered for (b) ordered (c) ordered on (d) othered
78. They crossed _____ but could not get to _____
(a) Atlantic Ocean/United States of America.
(b) the Atlantic Ocean/United States of America
(c) the Atlantic Ocean/the United States of America
(d) Atlantic Ocean/the United States of America
79. I buy _____ newspaper every Tuesday and _____ every Friday
(a) 'The Guardian'/'The Punch' (b) 'Guardian'/'Punch'
(c) 'Guardian'/'The Punch' (d) 'The Guardian'/'Punch'
80. This is _____ woman Ekene introduced to us.
(a) the (b) a (c) some (d) an

Choose the option nearest in meaning to the word(s) or phrase underlined.

81. Her parents have <u>endorsed</u> her marriage to the widower.
(a) examined (b) criticized (c) approved (d) refused
82. I went through his work; it was all <u>gibberish</u> (a) meaningless
(b) meaningful (c) brutal (d) too simple.
83. Corporal punishment is still used in some schools as a <u>deterrent</u> to undisciplined students. (a) remedy (b) measure
(c) discouragement (d) prevention.

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84. His contribution to the development of the hospital remains unrivalled
(a) unbroken (b) undisputed
(c) unparalleled (d) undisclosed

85. I have a feeling that he is doing some shady business outside the country. (a) dishonest (b) undisclosed (c) unknown (d) shadowy

86. The decision I have taken is irrevocable (a) irresproachable (b) irrefutable (c) irreversible (d) irresponsible

87. Young children seldom engage in gainful activities. (a) rewarding (b) accredited (c) advantageous (d) prevailing

88. The bank that started operation last year is now insolvent.
(a) prosperous (b) attractive (c) bankrupt (d) buoyant

89. The accused vehemently denied the charges against him.
(a) ignorantly (b) stupidly (c) deliberately (d) strongly

90. The incessant chatter of the pupils irritated the teacher.
(a) excited (b) meaningless (c) unceasing (d) illogical

Choose the option opposite in meaning to the word(s) or phrase underlined

91. The girl was rewarded for her rectitude (a) moral goodness
(b) snobbishness (c) dishonesty (d) disobedience

92. The principal was astounded by the boy's rudeness
(a) dumbfounded (b) shocked (c) furious (d) unmoved

93. Only recently did Toyin come out of her shell (a) become withdrawn
(b) become generous (c) become friendly (d) become aggressive

94. I watched a graceful dancer on television last night.
(a) a clumsy (b) a rough (c) an expert (d) a miserable

95. The meat Omotunde bought from the market was leathery.
(a) hard (b) tough (c) raw (d) tender

96. Jealousy stifles creativity (a) encourages (b) discourages
(c) ameliorates (d) manages

97. Judges have unfettered freedom in the court room. (a) restricted
(b) absolute (c) legal (d) judicial

98. Steam produces a tremendous power (a) influential (b) great
(c) trivial (d) extra

99. A fundamental problem in the country is how to reduce the cost of education
(a) A basic (b) An important (c) An incidental (d) A minor

100. Chidi is an armchair critic. (a) amateur (b) skilful
(c) foolish (d) uneducated

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Choose the option that has a different consonant sound from the others

101. (a) off (b) wife (c) of (d) laugh

102. (a) yes (b) nose (c) rise (d) eyes

Choose the option that has the same consonant sound

103. Chalet
(a) champagne (b) chairman (c) chemical (d) college

104. Soup
(a) coup (b) cupboard (c) psalm (d) priest

105. Inhale
(a) ghetto (b) catarrh (c) abhor (d) hour

Choose the option that contains the sound represented by the given phonetic symbol.

106. /i:/ (a) bee (b) height (c) third (d) sit

107. /dʒ/ (a) ghost (b) just (c) dogged (d) dose

108. /æ/ (a) buy (b) sack (c) dark (d) area

Choose the option that has the same vowel sound as the one represented by the letter(s) underlined.

109. Seat (a) sit (b) sent (c) key (d) cite

110. Say (a) afraid (b) high (c) buy (d) says

111. Chair (a) care (b) tar (c) here (d) aim

112. Pull (a) wall (b) ulcer (c) pool (d) book

113. Luck (a) lack (b) lucid (c) hut (d) put

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Choose the option that has the correct primary stress

114. Information
   (a) in-FOR-ma-tion
   (b) IN-for-ma-tion
   (c) in-for-ma-TION
   (d) in-for-MA-tion

115. Circumstantial
   (a) cir-cum-STAN-tial
   (b) CIR-cum-stan-tial
   (c) cir-CUM-stan-tial
   (d) cir-cum-stan-TIAL

116. Manipulate
   (a) ma-ni-pu-LATE
   (b) MA-ni-pu-late
   (c) ma-ni-PU-late
   (d) ma-NI-pu-late

117. Democratic
   (a) DE-mo-cra-tic
   (b) de-MO-cra-tic
   (c) de-mo-CRA-tic
   (d) de-mo-cra-TIC

118. Criticism
   (a) CRI-ti-ci-sm
   (b) cri-ti-CI-sm
   (c) cri-TI-ci-sm
   (d) cri-ti-ci-SM

Choose the right answer that agrees with the emphatic stress

119. Akpan is ALWAYS late to school.
   (a) Is Olu always late to school.
   (b) Is Akpan always late to bed?
   (c) Is Akpan seldom late to school?
   (d) Is Akpan always early to school?

120. Koli's father returned home LAST WEEK
   (a) Did Kofi's father return home yesterday?
   (b) Did Ade's father return home last week?
   (c) Did Kofi's mother return home last week?
   (d) Did Kofi's father leave home last week?

121. The president toured the ENTIRE country by helicopter.
   (a) Did the first lady tour the entire country by helicopter?
   (b) Did the president tour the entire state by helicopter?
   (c) Did the president tour the country by train?
   (d) Did the president tour part of the country by helicopter?

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122. The old man is a MESSENGER
(a) Who is the messenger?
(b) Is the young man a messenger?
(c) Is the old man a messenger?
(d) Is the old man a typist?

123. The DRIVER has taken John away
(a) Whom did the driver take away?
(b) Who took John away?
(c) What did the driver do?
(d) Where did the driver take John?

Choose the Option with the intonation pattern used in each question

124. Who took my money?
(a) Falling tune (b) Rising tune
(c) Falling-rising tune (d) Rising-falling tune

125. Have you informed your parents?
(a) Falling tune (b) Rising tune
(c) Failing-rising tune (d) Rising-falling tune

126. Did he buy the white and black shirt?
(a) Falling tune (b) Rising tune
(c) Failing-rising tune (d) Rising-falling tune

127. Will he come at twelve?
(a) Falling tune (b) Rising tune
(c) Failing-rising tune (d) Rising-falling tune

128. Before you go, see my wife
(a) Falling tune (b) Rising tune
(c) Failing-rising tune (d) Rising-falling tune

Choose the option that rhymes with the given word.

129. Sour (a) Pour (b) Sore (c) Drawer (d) Power

130. Loins (a) Coins (b) Lions (c) Loans (d) Jones

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ANSWERS TO REVISION QUESTIONS

1.	D	31.	C	61.	A	91.	C	121.	D
2.	B	32.	D	62.	A	92.	D	122.	D
3.	A	33.	D	63.	B	93.	A	123.	B
4.	A	34.	B	64.	D	94.	A	124.	A
5.	B	35.	A	65.	D	95.	D	125.	B
6.	A	36.	A	66.	C	96.	A	126.	D
7.	C	37.	B	67.	A	97.	A	127.	B
8.	D	38.	C	68.	A	98.	C	128.	D
9.	D	39.	D	69.	A	99.	D	129.	B
10.	B	40.	C	70.	A	100.	B	130.	A
11.	C	41.	C	71.	C	101.	C		
12.	A	42.	C	72.	B	102.	A		
13.	B	43.	A	73.	B	103.	A		
14.	A	44.	B	74.	D	104.	D		
15.	C	45.	A	75.	A	105.	C		
16.	D	46.	C	76.	B	106.	A		
17.	C	47.	B	77.	B	107.	B		
18.	A	48.	B	78.	C	108.	B		
19.	A	49.	D	79.	A	109.	C		
20.	A	50.	A	80.	A	110.	A		
21.	B	51.	A	81.	C	111.	C		
22.	D	52.	A	82.	A	112.	D		
23.	C	53.	A	83.	C	113.	C		
24.	C	54.	C	84.	C	114.	D		
25.	A	55.	D	85.	A	115.	A		
26.	D	56.	C	86.	C	116.	D		
27.	A	57.	A	87.	A	117.	C		
28.	B	58.	C	88.	C	118.	C		
29.	C	59.	B	89.	D	119.	A		
30.	A	60.	C	90.	C	120.	A		

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